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ABSTRACT

This study identifies community colleges that have staff development programs for part-time teachers, determines specific aspects included in these programs, and discovers which components these programs have in common. It also presents a paradigm, or suggested design, that should be contained in any effective staff development program for training part-time adjunct teachers in community colleges. A study identified a population of community colleges with staff development programs for part-time teachers. Its objective was to learn about current training programs at community colleges through a locally developed survey instrument. The literature supported the use of a series of interviews administered through follow-up telephone calls as well as the designed survey instrument. Findings demonstrated that the representative sample of 66 community colleges does reflect a desire to properly train adjunct faculty in the ways and means of proper teaching. An appropriate paradigm should contain all the segments identified in the survey--orientation, governance, substance (content), delivery, and modes--to fully represent a well designed adjunct faculty paradigm. The ideal training situation for community colleges is to insure that the adjunct faculty member is included as a full teaching partner in the college program. Includes appendices. Contains 44 references. (VWC)

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A PARADIGM FOR THE TRAINING OF PART-TIME TEACHERS IN COMMUNITY COLLEGES

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December, 1999
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A PARADIGM FOR THE TRAINING OF PART-TIME TEACHERS IN COMMUNITY COLLEGES

Abstract

The purpose of this study is to identify community colleges that have staff development programs for part-time teachers, to determine specific aspects included in these programs, and to discover which components these programs have in common. The study will result in a paradigm, or suggested design, that should be contained in any effective staff development program for training part-time adjunct teachers in community colleges.

The procedures involve identifying a population of community colleges with staff development programs for part-time teachers. The objective was to learn about current training programs at community colleges through a locally developed survey instrument. The literature supported the use of a series of interviews administered through follow up telephone calls as well as the designed survey instrument.

The findings clearly demonstrated that the representative sample of community colleges do reflect a desire to properly train adjunct faculty in the ways and means of proper teaching. The survey also confirmed that an appropriate paradigm should contain all of the segments identified in the survey questionnaire. These must be an orientation, governance, a substance (content), delivery, and a modes segment included to fully represent a well designed adjunct faculty paradigm. It was not surprising to the investigator that all appropriate teaching topics were already in use in many of the community colleges. The issues were the un-systematic application of the ideal paradigm. The ideal training situation for community colleges is to insure that the adjunct faculty member is included as a full teaching partner in the college program.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Community colleges are an important aspect of the education system in the United States. The mission of two-year colleges may generally be stated as providing the education equivalent to freshman and sophomore college courses, vocational-technical courses, and diverse aspects of community service. Community colleges are not obligated to provide research services like four-year colleges or universities and therefore may concentrate exclusively on teaching. To achieve this mission, the community college faculty must be well informed of the latest educational and technical aspects of teaching in postsecondary situations.

Many students enrolled in community colleges may be classified as nontraditional students who are over 24 years of age, employed full-time, and have returned to seek a college education or other job-related training. The availability of courses at a local community college, close to home, with lowered tuition rates, has made it possible for many people to enroll in community colleges who might not have previously entered higher education. This availability to higher education has caused enrollment in community colleges to soar over the last few decades (Galbraith & Schedd, 1990).

Faced with the burgeoning enrollments in diverse course offerings to accommodate these students, and diminishing resources in community colleges have been obliged to hire many part-time instructors (Galbraith & Shedd, 1990). Lombardi (1975) stated that part-time teachers comprised 45.5 percent of the faculty in 1966 and 51.7

percent in 1970. Ostertag (1991) declared that the employment of part-time faculty increased by 164 percent from 1970 to 1988 compared to a 37 percent increase in full-time faculty. Additionally, a national evaluation in 1992 reported that, considering only adult education classes, approximately 80 percent of teachers were part-time (Lankard, 1993). Unless conditions of student enrollment change and budgets improve dramatically, the proportion of students taught by adjunct teachers is likely to increase.

Part-time instructors in community colleges play a significant role in the success or failure of the institutions. Gappa (1984) indicated that institutions largely have not recognized that adjunct faculty can be a major asset to academic programs. The teaching performance of the part-time instructors can and does affect the overall quality of all educational programs in the community college. Also, students who attend classes at night seldom meet full-time instructors; therefore, they may judge community colleges on the basis of how adjunct teachers perform. The image that the part-time teacher presents to the students and community is critical to the college.

There is a difference in perception of the adjunct or part-time teacher as compared to full-time faculty. Rhodes (1991) reported in his research that part-time, or adjunct faculty members, are somehow not the same as full-time teachers. Part-time teachers tend to be less experienced than their full-time counterparts, do not have the same credentials, and do not establish the same standards of performance for students (Richardson, 1992). Adjunct instructors have less choice in textbook and material selection process, use fewer instructional media, are less likely to encourage out-of-class activities, give fewer writing or reading assignments, and do not place strong emphasis on student grades. As a result,

two-year colleges must maintain programs and policies that will enable part-time faculty to provide the same quality of teaching as full-time instructors (Freidlander, 1980).

Richardson (1992) was on target when he said,

> The faculty development needs of part-time instructors tend to be given a low priority in community colleges in spite of the fact that this group of faculty members has always done a substantial share of the instructing. (p. 29).

Some college administrators appear to view part-time faculty as expendable and interchangeable, therefore, administrators seldom provide opportunities for professional development. Many college administrators argue that since most adjunct teachers have weak ties to the institutions, developmental programs to benefit part-timers are inconsequential. However, it is an obligation of the college to insure that the teachers' ties to the institution and the competency of the part-time teachers are strengthened. Therefore, it is necessary that preservice and inservice training developed for full-time faculty be made available to part-timers as well (Bender & Hammons, 1972).

Community college instructors are commonly engaged in teaching adult learners. However, most teachers have no training in adult education. Adjunct teachers are usually content experts and have little preparation in the process of helping adults learn (Galbraith & Shedd, 1990). Bender and Hammons (1972) suggested that there is a need for deliberate planning and programming to develop means for selecting, orienting, training, assisting, and supervising part-time teachers (pp. 21-22).

Many institutions plan for inservice training and other workshops for full-time teachers at least once or twice a year. However, the special needs of part-time and

evening faculty are often overlooked in the process (Alfano, 1994). Bramlett and Rodriguez (1983) advised that training of adjunct teachers should not be conducted with full-time teachers but should be presented in specialized and specific inservice sessions. The best expertise must be utilized in the most effective ways to help part-timers deliver knowledge to students (p. 41).

Developmental programs are usually generated at the convenience of the institutions and designed to focus on the goals and needs of the college. Cain (1988) observed that the goals, intentions, and needs of the part-time faculty, as far as training, are not considered major factors. Boyar and McKenzie (1987) recommended that orientation sessions, inservice programs, and sections of part-time teacher handbooks include information regarding pre-course preparation, teaching the first class, organizing a course, motivating, testing, and teaching adults. Moreover, adjunct faculty should be made aware of any additional instructional resources available to the community college faculty. Part-time teachers would also benefit from watching videotapes of classes taught by experienced teachers (pp. 37-38).

Williams (1985) surveyed part-time instructors at community colleges in 11 of the 18 districts comprising the League for Innovation which is a group of community colleges throughout the United States that work together for change and innovation. These responses indicated perceived requirements and affirmed needs for (1) comprehensive pre-service orientation, (2) information about academic standards, (3) feedback about teaching performance, (4) social integration within the institution, and (5) involvement in professional development activities.

Statement of the Problem

Staff development is a continuously problematic aspect of the work of educators. Everyone agrees that it is necessary, but few find agreement about what it should look like or how it should be done (Serrgiovnni and Moore, 1989). Ostertag (1991) noted that staff development training programs are available at some institutions, but the contents of the programs vary. Ostertag further stated that many institutions claim to have a program that may be loosely termed a professional development program for faculty. However, institutions are left to their own devices in designing professional development plans and research has produced no significant theoretical models [paradigms] for effective professional development programs. Phillips (1984), in a paper delivered to the National Council for Staff, Program, and Organizational Development, emphasized:

> The support of the president will go for naught unless there is a program. I mean a written down program, approved by the administration, passed by the trustees, and published. Few colleges have a program (p. 3).

Impara, Hoerner, Clowes, and Allkins (1991) conducted a study about part-time faculty in community colleges and asserted that these colleges need improved opportunities for professional development. The study concluded that the lack of knowledge about successful programs for part-time faculty is an important obstacle to improved faculty development. This problem is especially severe in the case of adjunct teachers employed in the occupational/technical areas.

Purpose of the Study

Professional development programs based on the needs of the faculty, students, and administration are essential in providing the best quality education in community college institutions. The purpose of this study is 1) to identify colleges that have staff development programs for part-time teachers, 2) to determine specific aspects included in these programs, and 3) to discover which components these programs have in common. This study will result in a paradigm of the elements that should be contained in a staff development program for training part-time teachers in community colleges.

Significance of the Study

This study is significant because it addresses the need to focus on developmental programs for the training of part-time teachers in community colleges. A paradigm will profit community college administrators in determining the adequacy of existing training programs and possibly initiating new programs where needed. Furthermore, both part-time instructors and students will benefit from this kind of training. The instructors by becoming aware of more proficient and effective teaching methodologies. The students by acquiring better informed adjunct faculty being trained using the most appropriate up-to-date methods of instruction.

Limitations

The following limitations have been placed on the study:

1. This study will be confined to research and information concerning publicly supported community colleges and not private two-year colleges, four-year colleges, or universities.

2. No attempt will be made to include all community colleges, but only those determined by professional literature and the American Association of Community Colleges to have working programs for part-time teacher development and training.
3. No attempt will be made to identify staff development programs for full-time instructors. This study will be limited to training programs for part-time teachers in community colleges.
4. No attempt will be made to address salaries, collective bargaining of the part-time faculty or any teachers' rights outside the issue of professional development.
5. No attempt will be made to pass judgement on the merits of the professional development programs provided by the institutions involved. Determination will be made of the aspects and areas of existing training programs.

Definition of Terms

A number of key terms are used in this study. The definitions should help to clarify how the terms are used in this study.

Adjunct Faculty

Adjunct faculty is a term used synonymous with part-time faculty.

Community College

All references in this study to community college are limited to public two-year colleges. A community college is defined as any two-year institution accredited by state boards of education to award the associate of arts or associate of applied science as its highest degree. A community college may also be defined as a two-year institution that

offers transfer programs, vocational/technical programs, community service programs, and nontraditional programs. Community colleges may also be designated as junior colleges or technical colleges.

Full-time Faculty

This term is used to define faculty contracted on a full-time basis to teach a full load and perform other duties assigned. The term full-timer is used synonymously with full-time faculty.

In-service

There were several variations of the use of the word in-service. Listed below are a few of them:

In-service delivery In-service delivery includes the incentives, the trainer/trainee interfaces, and the methods of transacting the in-service training. In-service governance In-service governance involves the locus of authority and control of decisions and the means by which decisions are made. In-service modes In-service modes are the forms and varieties of in-service including job-oriented, job-embedded, credential oriented, professional organization related, or self-directed. In-service programs In-service is defined as professional development opportunities or training programs made available to part-time faculty while actually employed at community colleges. In-service substance In-service substance is the content and process of the in-service.

Paradigm

A paradigm is a pattern, example, or model. In this paper, a paradigm is a model for staff development programs in community colleges.

Part-time faculty

Part-time faculty (teacher or instructor) is defined as anyone teaching less than full time with no additional duties. Part-time teachers are generally hired on a one-semester contract that can be renewable contingent on need and prior performance.

Preservice

Preservice or orientation refers to activities that take place or information given to part-time faculty prior to the first day of actual teaching.

Professional development

Professional development is the term used to encompass preservice development and in-service education of faculty. Williams (1985) defined professional development as "those activities designed to enhance the talent, expand the interest, improve the competence, and otherwise facilitate the professional and personal growth of the faculty members." The term staff development is used synonymously with professional development.

Organization of the Dissertation

The first chapter identified the problem to be studied, described the significance and purpose of the study, and included definitions and limitations of the study.

Chapter II consists of a review of the literature related to the history, demographic, part-time teachers, the need for using part-time faculty, and the training part-time faculty.

Chapter III describes the method used to select the sample for the study and the process used to gather and analyze the data.

In Chapter IV, the data are presented and analyzed in a manner consistent with the purpose of the study. Chapter V contains the findings from chapter IV along with conclusions and recommendations relative to the study's purpose. In addition, a paradigm for the training of part-time teachers in community colleges was developed.

CHAPTER II

REVIEW OF RELATED LITERATURE

History of Community Colleges

Two-year colleges are not new to higher education in the United States. In the late nineteenth century, a move was in progress to create two-year colleges. As a result, the first public junior college was established in Joliet, Illinois, in 1901 (Vaughan, 1995). The idea of separating the first two years of a baccalaureate program was put forth by Henry Tappan of the University of Michigan, William Mitchell of the University of Georgia, William Folwell of the University of Minnesota, and William R. Harper and Robert Hutchins of the University of Chicago. The concern was that many students were coming to the university without adequate preparation for university work. Hutchins believed that, ideally, the university should concentrate on upper division and research work and allow the basics to be taught elsewhere. Hutchins perception of the mission of a junior college was to place emphasis on academic studies the first two years of college and assure that students entering the university would have appropriate skills (Greive, 1983; Cohen & Brawer, 1989).

Vaughan (1995) was of the opinion that the concept and development of the two year college was influenced by many factors including university leaders, the Morrill Act of 1862 and subsequent vocational education acts, World War II, the GI Bill and the post-war baby boom. Other important factors included the Civil Rights Movement of the 1960's, federal student aid, and business and industry's relentless demand for trained workers. The modern community college featuring comprehensiveness relating to

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academic studies, occupational/technical programs, and many other community service programs "embodies Thomas Jefferson's belief that education should be practical as well as liberal and should serve the public good as well as individual needs" (p. 1).

As the twentieth century progressed, an increasing number of demands were being placed on schools at every level, especially two-year colleges. Community colleges have been mandated by society with solving many social problems such as problems, of unemployment and the shortage of workers trained in occupational and technical skills (Cohen & Brawer, 1989). Due to the effect of the depression in the 1930's, occupational training and community service programs were added to the two-year college system leading to the name community college. Many of the new offerings consisted of evening programs intended for adults desiring training for jobs. This emphasis became a major part of community colleges' source of new students. The effect of these additions and changes created a bond between the academic junior college as defined by Hutchins and the vocation/technical institution (Greive, 1983).

The Truman Commission, which called for the development and establishment of publicly supported two-year colleges, was organized in 1946. The commission claimed that community colleges should be

> within the reach of most citizens, charge little or no tuition, serve as cultural centers for the community, offer continuing education for adults as well as technical and general education, be locally controlled, and be a part of their state's and the nation's system of higher education (Vaughan, 1995, p. 32).

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Since then, the growth of the community college movement has been phenomenal. The Truman Commission Report in 1947 listed 651 junior colleges serving just over 500,000 students. By 1984, there were 1221 two-year colleges serving over five million students (Anglin, Mooradian, & Hoyt, 1992, p. 52).

A 1995 update by the American Association of Community Colleges reported the current count as 1291 public and 181 private two-year colleges serving approximately 6.0 million students in the United States (Vaughan, 1995). The new community colleges were needed to accommodate veterans who wished to begin a college education or obtain

Table 1

Number of Community Colleges byControl of Institution: 1900 to 1991

Year	Public	Independent	Total
1900	0	8	8
1915	19	55	74
1921	70	137	207
1925	136	189	325
1930	178	258	436
1935	223	309	532
1940	258	317	575
1945	261	323	584
1950	337	311	648
1955	338	260	598
1960	390	273	663
1965	503	268	771
1970	847	244	1,091
1975	1,014	216	1,230
1980	1,049	182	1,231
1985	1,068	154	1,222
1990	1,282	183	1,465
1991	1,291	181	1,472

Source: AACC Annual Fall Survey (Vaughan, 1995, p. 1)

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occupational training using the GI Bill. When the post-war World War II baby boomers reached college age, another great influx of enrollment took place, and not all students who wanted additional education could be accommodated by the typical four-year college or university. It became evident in the 1960's, that our highly industrialized technical society needed trained citizens who could function in a productive and efficient manner. The comprehensive community colleges emerged as the institution to fill these needs. Moreover many people, took the chance to try college provided by the public two-year college at minimum cost. This was financially and socially the thing to do. (Greive, 1983).

Community colleges have been established as critical links in the education process by expanding educational opportunities to all segments of American society. Faculty members at community college became educational pioneers who helped create new programs, recruit colleagues, and serve students who would never before have considered post-secondary education (Anglin, et al., 1992). Cohen and Brawer (1989) referred to community colleges as "neighborhood institutions" because of proximity. Most community colleges do not have dormitory facilities since the vast majority of students enrolling in these schools are commuters residing less than 50 miles from the institution. Community colleges also offer opportunities to students who have not done well in high school. Wherever community colleges have opened, the proportion of high school graduates entering higher education immediately after graduation has increased.

Without community colleges, many four-year institutions would not have been able to handle the masses seeking education and the demands for community services. By

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offering inexpensive, accessible alternatives, community colleges have allowed four-year universities to maintain more stringent entrance requirements because of the availability and diversity of classes and the open access policies (Cohen & Brawer, 1989).

The majority of community colleges offer a comprehensive curriculum including: (1) vocational/occupational programs leading to a certificate or an associate degree in applied science, (2) transfer/liberal arts programs with an associate degree in science or the arts, (3) public service education or special interest courses that do not award academic credit, and (4) developmental/remedial courses for improving communication or mathematical skills (ERIC Digest, 1995). Vaughan (1995) described the mission of community colleges as shaped by a commitment to:

1. serve all segments of society through an open-access admissions policy that offers equal and fair treatment to all students;
2. offer a comprehensive educational program;
3. serve its community as a community-based institution of higher education;
4. teach; and
5. provide lifelong learning (Vaughan, 1995, p. 3).

Students

To understand the community college culture and the use of part-time faculty, one must look at the types of students who attend these institutions. Student characteristics have changed reflecting technological and societal demands. Demographics indicate that enrollment of part-time students, senior citizens, and housewives make up a large

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percentage of the student body (Law, 1987). Additionally, the equal and open admissions policies of community colleges have attracted a widely diverse student population which coincides with the belief that all Americans have a right to pursue education commensurate with their abilities whatever their background, gender, race, or social standing and at an affordable price (Valent, 1992, Vaughan, 1995).

An ERIC Digest (1995) report indicated that in the fall of 1991, credit course enrollment totaled 1.9 million full-time and 3.5 million part-time students with many attending classes at night. Changing student populations have resulted in the average student age increasing dramatically over the last four decades. Only 32% of the full-time students at community colleges are traditional, that is, under 22 years of age. The modal age of students is 19, but the mean age is approximately 32. Women compose 57% of all community college enrollment and 47% of all minorities enrolled in higher education attend two-year colleges (ERIC Digest, 1995). Vaughan (1995) reported that approximately 49% of first time freshman in the United States enroll in community colleges.

Individuals teaching in community colleges will encounter students who are pursuing one or more of the following goals:

1. to complete the first two years of a transfer or college parallel program;
2. to complete a two-year career education or terminal program;
3. to take adult continuing education courses;
4. to enroll in a general education program; and

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5. to develop competencies and skills necessary to succeed in any of the above or in life in general.

This diversity of goals is reflected in the number of adults enrolling as part-time students in the evening and weekend college. This number exceeds the number of full-time students (Greive, 1983, p. 16).

Table 2

Fall Headcount Enrollment by Type of Institution: 1975 to 1992

Year	Community College	Four-Year College
1975	3,970,119	7,214,740
1980	4,526,287	7,570,608
1985	4,531,077	7,715,978
1990	5,240,083	8,578,554
1992	5,723,244	8,767,982

Source: National Center for Educational Statistics, 1994. (Vaughan, 1995, p. 2)

Vaughan (1995) stated that many community college students have reversed the roll of student-as-citizen, the traditional role, to one of citizen-as-student. This is especially true of the more than four million who attend college part-time. With these part-timers, college attendance is important, but often depends upon the availability of time and money. The citizen-as-student has implications for how, when, and by whom classes are taught. While the community college cannot ignore the needs of students who want to experience traditional college experiences including extracurricular activities, educating the "adult learner" requires a different approach (Vaughan, 1995, p. 17-18).

Many students enrolled in community colleges realize that the most beneficial part of attending a two-year college program might be to gain vocational and technical skills

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that are marketable in a respected and accredited setting rather than to attend arts and humanities courses for which no immediate need exists. With the advent of accreditation standards, the stigma of attending a vocational program has been minimized (Greive, 1983, p. 17).

Community colleges are struggling to meet all the challenges and escalating demands for their services and are also experiencing the effects of declining revenues. American community colleges are finding it increasingly difficult to meet these demands with the available cadre of full-time instructors and must rely heavily on part-time faculty (Roueche, Roueche, & Milliron, 1995).

Part-Time Teachers

Vaughan (1995) reports that community colleges employ more than 100,000 full-time and approximately 190,000 part-time faculty. The employment of part-time teachers in community colleges has been utilized since community colleges were first established. Part-time faculty play key instructional roles in colleges across the nation and that role is likely to expand in the future. Part-time teachers are those whose employing institutions generally recognize as teaching no more than 60% of a full-time work load. For example, community colleges in Texas restrict part-timers to no more than 50% of a full-time work load and survey data of the American Association of Community Colleges identify part-time instructors as teaching an average of nine hours or less. Overall, most part-time community college faculty teach only one course (3 credit hours) per term (Roueche et al., 1995).

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Colleges have employed part-time instructors since the nineteenth century because of a commitment to meet the needs of the community (Smith, 1990). At the onset, visiting professors were used to present new perspectives on special segments of the curriculum. Adjunct teachers have been and are still used as experts to fill gaps of information where full-time faculty are not knowledgeable. Many community colleges can offer certain courses and programs only through the use of adjunct faculty. Part-time instructors are often employed to offer courses which interest only small segments of students while others are hired to accommodate the rapid increase in enrollment over the last several years.

Because many institutions and programs are faced with reduced budgets, the hiring of adjunct teachers offers a solution to the staffing and cost containment problems and the "challenge of doing more with less" (Lankard, 1993, p. 1). Phillips (1984) and Friedlander (1980) reported that some of the most frequent benefits of utilizing part-time instructors in community colleges include the following factors:

1. are less expensive;
2. allow the institution more flexibility in staffing in response to increasing or decreasing enrollments;
3. bring high quality teaching;
4. are well motivated to teach;
5. bring more realistic knowledge of the subject taught, as adjuncts are usually employed full-time in their fields;
6. are good for community public relations;

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7. bring a wide variety of skills and expertise;
8. fill the need for constantly changing program offerings to reflect the new technology; and
9. are rarely unionized.

However, Friedlander (1980) stated that research showed part-time teachers were found to have less teaching experience, had taught fewer years at current institutions, and held lower academic credentials. It was further stated that the quality of instruction provided by a college might be adversely affected as the proportion of part-time to full-time teachers increases. Many part-time instructors have no classroom and teaching experience. Lankard (1993) lists some categories of individuals drawn to part-time teaching as,

1. semi-retired professionals;
2. people who have skills in specific occupational areas;
3. individuals enrolled in full-time degree programs;
4. women with children who do not wish full-time work; and
5. people who wish to augment their income.

Given the variety of reasons for doing so, employing adjunct faculty is a worthwhile practice. It is this group that has remained nondescript in the past and are relied upon in greater numbers by the community colleges (Roueche, et al., 1995). More attention must be given to part-time teachers in order to maximally utilize all talents and potential (Bender & Hammons, 1972). Yet, part-timers are rarely tenured, normally not involved in educational governance, and without day-to-day access to those who affect

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their status. The need remains for personnel policies that protect adjuncts' rights, apply fairness of treatment, and maintain professional interest and stature (Biles & Tuckman, 1986, p. 2).

In any case, part-time teachers have been and are the obvious solution for most community colleges. According to the Community, Technical, and Junior College Directory, the ratio of full-time to part-time teachers in 1969 was 2.1/1 which dropped dramatically by 1986 to 0.9/1. The ratios demonstrate that the use of part-time teachers had more than doubled in the intervening years (Smith, 1990). Roueche and associates, (1995) reported that there are a total of 74,378 full time and 145,155 part-time teachers. In many schools, part-time outnumber full-time faculty almost two to one, and overall, part-timers represent 55 to 65% of all community college faculty. Part-time teachers definitely represent the largest group of instructors in the total number of community colleges (p. 29). Current forecasts indicate that the number of part-time faculty in most American community colleges will increase dramatically over the next ten years (p. 41).

In the majority of community colleges, a large percentage of the evening classes are taught by part-time teachers. Since many part-time students have daytime employment and attend college in the evening, it is safe to assume that these students have little or no interaction with full-time instructors. As a result, many students will judge the colleges by the quality of part-time instruction. Beneficial experiences may be useful in terms of the positive message these students take back to their work associates, friends, and family. Negative experiences may cause undue damage through the same

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grapevine (Andrews, 1987). This situation makes it critical that adjunct teachers be trained and assimilated into the community college faculty.

Community colleges are also hiring part-timers for use in general education and remedial courses. In many regions of this country, part-timers constitute a majority of the developmental teachers. It appears that a greater number of underprepared students are being taught by more adjunct instructors. American community colleges have not yet fully recognized the need to integrate, train, and provide part-time teachers with institutional support (Roueche, et al.1995, pp. 10-11). Andrews (1987) believes that "part-time faculty have every reason to expect quality help in becoming effective teachers when being hired by the college." Anything less may cause damage both to the students and the teachers. The increased reliance on and expectations from part-time instructors places a great burden on support systems for these individuals" (Erwin and Andrews, 1993).

Training of Part-Time Teachers

Although there have been part-time teachers in community colleges for decades, it was not until the 1970's and 1980's did literature on the training of part-time teachers begin to appear. Administrators have responded that part-time faculty are at least as effective as full-time faculty when queried about the matter. However, the respondents admit that the replies are not based on hard evidence (Roueche, et al., 1995, p. 8-9).

Smith (1980) reported the following:

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> Part-time faculty [are] asked to enter the classroom and accept the responsibility to teach while at the same time they are often encumbered by inadequate support systems, lack of understanding of the philosophy of the community college, inaccurate perception of their students, unclear course syllabi, and little knowledge of alternatives that may be available to them. Many adjunct instructors have never experienced an orientation program that responds to their needs and they have never had the opportunity to participate in a valid and continuous process of evaluation (pp. 17-18).

Hogg (1994) has quoted Cerbin (1993) as noting that many administrators view teaching as hard but simple work and instructors ought to be able to figure out how to do it on their own. Hogg believes that the area of contention is the tendency of community colleges to focus on content rather than the teaching abilities of their instructors.

Commentators have noted many criticisms made by adjunct teachers about their training and work situations. Part-time faculty,

1. are treated as lesser members of the institutions;
2. are not given the same opportunities as full-time teachers;
3. are supported at a much lower rate;
4. have little or no financial support for training;
5. are not made aware of the instructional resources of the college;
6. have no office space available;
7. have no clerical assistance; and
8. are not always informed of inservice or other training programs.

Adjuncts also felt that there is little input or communication between part-timers, administrators, and other faculty. The inconvenient times at which training sessions are scheduled and the lack of structure in developmental programs were also noted.

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Faculty, whether part- or full-time, play a major role in the mission of the community college. Training of part-time teachers is paramount if community colleges are to experience meaningfulness and effectiveness in the learning and teaching process (Galbraith and Schedd, 1990, p. 13). However, there are few rewards for participating in development programs, and where there are rewards, they are skewed in favor of the full-time faculty.

Changing the professional fate of part-time teachers may be overwhelming to some (Richardson, 1992, p. 30). There are other barriers to developmental programs such as full-time jobs outside of the college and the college administration's laissez-faire attitude toward part-timers. Commentators agree that the use of part-time faculty will continue to be an essential part of community colleges. Adjunct faculty represents an important tool that community college administrators may use to obtain cost savings and flexibility of schedules. The needs of part-time personnel must be met to insure effectiveness in the colleges.

In a two-year study that queried community, technical, and junior colleges, 878 responded as having professional development programs for part-time occupational/technical faculty. The adjunct instructors were surveyed and, as a result, only 16 two-year colleges, less than 2%, were identified as having exemplary programs worthy of further investigation or study. In follow-up interviews, many part-time instructors reported not being notified of professional development seminars in time to attend, that expenses were not paid in the same degree as were those of full-time

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instructors, and in some community colleges, the part-timers were not allowed to attend seminars and workshops at all (Hoerner et al., 1991).

Boyar and McKenzie (1987) suggested that information about teaching techniques and skills be supplied to all part-time faculty during the first orientation (p. 36). Bender and Hammonds (1972) described orientation as a one-time occurrence and recommended the establishment of other procedures to ensure that part-time faculty be kept up-to-date. Although "academic institutions might benefit by clear-cut orientation programs specifically tailored to the needs of part-time faculty," academic administrators do not tend to orient and develop part-time teachers into their institutions and programs (Biles & Tuckman, 1986, p. 128).

Erwin & Andrews (1993) maintain that a consistent evaluation system is necessary. They suggest four means of establishing and maintaining an evaluation system: (1) providing teaching orientation; (2) establishing minimum qualifications for instruction; (3) conducting in-class observation and evaluation; and (4) performing follow-up action to the evaluation (p. 557).

Wood and Thompson (1980) referred to inservice teacher training as the "slum of American education" and that most staff development programs are irrelevant, ineffective, and a waste of time and money. Workshops are disjointed and focus on information dissemination and do not stress the use of information and appropriate classroom practices. Most educators hold negative attitudes toward inservice education because,

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> ... most inservice has not had clear objectives, been individualized, provided options and choices in learning activities, been related to the learner interests and needs, developed responsibility, and promoted trust and concern (p. 375).

Anglin, Mooradian, and Hoyt (1992) also pointed out that professional development or inservice programs are usually one-shot, disjointed activities that engender criticism. Such programs usually have only short-term impact on participants, and generally have no long-term benefits to institutions (p. 53). However, what has been accomplished in developmental training and the continuing education of part-time instructors has primarily been done through in-service programs. Inservice is felt to be the choice of administrators involved in the planning and implementation of developmental and training programs.

A great deal of the literature involves a description of an in-service project at a particular institution, a catalog of materials, or an exhortation for better programs. Still, it is apparent that some thinking about training programs has been done. Cline (1981) used a construct that is also applicable to this study, which is: that the most instructive contributions have been to identify issues and critical problems facing any in-service, to develop a framework for categorizing its forms and varieties, to identify some patterns of practical in-service, and to create some efficient guidelines for doing quality in-service in all its dimensions (p. 5).

Staff development through in-service has been found to be a complex system of interlocking sub-structures. Cline (1981) also noted that

> the major substructures or dimensions are governance (decision-making structures), substance (content and process), delivery (incentives,

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> training/trainee interfaces, and modes (the forms and varieties, such as sabbaticals and institutes). ... the effectiveness of inservice is dependent upon the dependent interaction of the four component dimensions. It is likely that weakness in one component will undermine the power of the other dimensions, and that incomplete linkages among components will weaken the program. An effective program is not to be achieved by improvement in one dimension alone (p. 6).

In-service should include workshops, seminars, and other group training sessions and focus on specific topics. Training should be offered at times when part-timers can attend, incentives should be offered, and most important, these training incentives should address the specific needs of the part-time faculty of that particular community college. Newsletters, posters, memos, and other media should be incorporated to notify those concerned about the meetings (Lankard, 1993).

Cline (1981) pointed out that in the governance and modal systems of in-service programs some of the more interesting issues and problems appear. The governance dimension involves the locus of authority and control over decisions and the methods by which decisions affecting the in-service training in all its dimensions are made. The merit of in-service programs will likely be advanced by involving all the participants that have an interest (p. 7). Cline outlines five modes of strengthening in-service training.

> Inservice program modes are the forms and varieties of in-service that carry the content of the training. [There are] five modal contexts for training, with corresponding assumptions about the roles of teachers. They are job-embedded (the teacher as a school employee), job-related (a colleague of other teachers), credential-oriented (a student of higher education), professional organization related (a member of a profession), and self-directed (the teacher as an individual craftsman). It is also possible to get a handle on other critical variables such as, time in which to be trained, proximity or convenience, and connectedness with job responsibility. All are areas for which traditional inservice has been criticized (Cline, 1981, p. 8-9).

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It is not difficult to defend the "why" of in-service programs. However, it is difficult to defend the lack of response by administrations to the needs of an important population such as adjunct faculty. There appears to be no accurate awareness of the needs of adjuncts. The most common in-service activities for instructors are designed for the good of the institution to help part-time instructors learn academic requirements and become adjusted to the college. Part-timers are given few opportunities to improve their teaching (Smith, 1980).

Cain (1988) reported that most programs focus on institutional goals and needs rather than the needs of the instructors. This report offered five assumptions to be considered:

1. adjunct faculty members are adult professionals;
2. the training received must be ongoing and sustained;
3. the faculty have a stake in their own development;
4. adjuncts can initiate much of their own integration; and
5. the goals of part-timers are the same as the goals of the institution (pp. 44-45).

Wood and Thompson (1980) stressed that teachers will retain and use what is relevant to their personal and professional needs and disregard unimportant and irrelevant information. They concluded that adult learning is enhanced by in-service training. The new learned from the training behaviors demonstrate trust, respect, and concern for the learner.

Sparks (1983) suggested that those in charge of staff development know what should be taught for instructional improvement. Specifically, teachers need to be provided

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in-service education in small segments spaced over time. The "one-shot" approach does not allow for gradual change and adaptation. Providing information is the greatest part of most staff development or in-service programs. Sparks reiterates,

> "While we know that telling is not teaching, it is important that the telling part of staff development be done well" (p.67).

Preservice

Orientations have been developed to help new faculty members become acculturated and acclimated to the school. The preservice pattern then becomes an important mechanism in overcoming the transition from one setting to another (Miller & Nadler, 1994). Hogg (1994) declared that given the lack of formal teacher preparation for the faculty at the community college level, development programs produced by the employing institution are perhaps the most decisive and competent way to address the needs of all teachers, especially crucial to part-time faculty. Many part-timers are not professionally prepared to teach since this endeavor is considered as an avocation rather than as a vocation. Their only chance to improve teaching is through the design and implementation of faculty development activities. Roueche et al. (1995) have concluded that,

> while community colleges appear to be more committed than other institutions of higher education to providing orientation for part-time faculty members, it is not a common occurrence. There are some exemplary orientation programs in community colleges, but evidence continues to suggest that most part-timers are not integrated into a college with a formal orientation experience at the majority of American community colleges (p. 79).

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Lankard (1993) suggests four broad categories of training needs for adjunct faculty, which are (1) introduction to the educational setting, (2) development of basic skills needed by adult educators, (3) refresher courses for experienced workers, and (4) specialized courses such as counseling. Evaluation by students and the department heads should help the adjunct understand his strong points and weaknesses (Phillips, 1984).

Galbraith and Schedd (1990) recommended that facilitators of adult learning must be engaged in a plan of professional development that addresses knowledge of content, adult development, and instructional methods (p. 9). These writers agree that there must be a preservice to train new adjuncts as well as refresher courses for returning workers.

In an article titled "Part-time Faculty: Partners in Excellence", McGuire (1993) wrote that, although part-time teachers can benefit and strengthen a college, there appeared to be institutional neglect of part-time faculty. Only 31% of community colleges provide a formal orientation for part-timers and more is needed. McGuire explains what should constitute an effective adjunct faculty training program.

> Effective professional development for part-time faculty should include the following activities. A 6-8 hour workshop should be required of all new part-time faculty before the semester begins. Topics should include the mission and philosophy of the community college, methodologies for teaching adults, the essentials of effective teaching, course preplanning and syllabus preparation, and tips for the first class session. ... A complete developmental effort will include workshops and seminars on topics such as teaching and grading, collaborative learning, learning and teaching styles, and use of instructional technology (p.3).

Williams (1985) has determined from a study that part-time teachers need complete preservice orientations including meetings, part-time teacher handbooks, and

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discussions on textbooks, class attendance, course outlines, grading policies, exams and student evaluation. Part-timers also require continuing in-service training along with full-time teachers and should be included in department and college meetings and activities (pp. 35-38).

Staff development must be systematic, regular, and continuous throughout the academic year (Roueche et al., 1995). New faculty must be oriented and integrated into the structure of the institution. Training programs must be continuously evaluated for timeliness and value. Phillips (1984) observed that, too often, an instructor is a given a text and a class role printout and told where to meet the class the next evening or even the same evening. The wishes and opinions of experienced part-time faculty should be sought. Staff development should be envisioned as a set of inservice workshops and courses that complement the part-timer's subject expertise, with teaching skills and background information about the community college (Pedras, 1985).

Governance

Impara et al. (1991) found that 30% both full- and part-time faculty agreed that full-time faculty participated in planning professional development programs, yet about 32% of the respondents indicated that professional development programs are planned without any faculty input by the administrators. About 30% of the part-time participants were also unaware of the extent to which the colleges' professional development activities were comprehensive in terms of departmental or content coverage, methods of presentation, or relevance. The majority felt the colleges' procedure was comprehensive,

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multi-faceted, and irrelevant. This is a critical denunciation by both part- and full-time faculty.

Impara et al. (1991) stated:

> The mechanisms of determining the content and the relevance of professional activities need careful examination. Moreover, the perceived lack of relevance indicates a serious problem in planning that could have a significant impact on participation, especially by the part-time faculty. (p.9)

Osborn (1990) found that programs designed with part-time faculty input are the most promising. Therefore involvement of adjuncts in activity development and evaluation is imperative. A common objection to the notion of shared governance is that part-timers will not commit time and energy to activities since they are hired and paid by the course. However, the literature suggests that many adjuncts will participate (Cain, 1988).

Many part-time instructors have never experienced an orientation program that answers their needs, nor have they ever had the occasion to participate in a valid and continuous process of evaluation (Smith, 1980). The most promising development programs are those designed with the aid of part-time faculty. It is essential to reach adjuncts with technology and techniques that will help them develop as teachers. Community colleges will most likely have to compensate individuals to take part and acknowledge any improvement in performance with increased salary (Osborn, 1990).

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Substance

In order to plan programs and activities on a yearly cycle, the staff development administrator should survey all faculty each spring to determine the needs and interests. Richardson (1992) states that useful knowledge and information about teaching practices should be at the nucleus of all developmental programs for full- or part-time faculty. Teachers will not return to programs that are incomplete in theory and timeworn in form. Additionally, faculty development for adjuncts will not succeed unless adequate incentives, particularly money and status, are granted for participation.

Osborn (1990) defined the challenge of the 1990's as reaching part-time faculty with expertise and information that can actually develop competent teachers. Efforts must concentrate on applied knowledge of pedagogy rather than the theoretical aspects of teaching methodology. Attempts must be made to integrate, develop, and orient part-time teachers knowing that these efforts will increase teaching effectiveness.

Adjunct faculty should be given opportunities to contribute to the developmental programs. Part-time instructors are qualified to teach, select text books and assume other responsibilities. Community colleges are overdue to begin utilizing part-timers as full and equal members of the collegium (McGuire, 1993). A study conducted by Pedras (1985) at Clark County Community College identified the perceived needs of part-time instructors. These needs included classroom discussion techniques, group strategies, student counseling and advising, self analysis of teaching skills, and techniques of instruction. Perhaps, the findings of Pedras' study(1985) can provide the basis for the substantive content and process of a sound development program.

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Delivery

Part-time faculty are more likely to have difficulty being effective in the classroom because of limited experience and lack of skills. Teaching frustrations are not due to lack of content knowledge but rather to lack of pedagogical understanding. The adequate preparation of part-time teachers, combined with increased emphasis on and support for the betterment of teaching, is necessary for improvement at this level. Meanwhile, the result of the lack of preparation and experience has a detrimental effect on the individual faculty member, his or her students, and the reputation of the institution.

Pedras (1985) wrote about the paucity of materials on the development of part-time faculty. Moreover, Pedras cautioned that program success depended largely on the degree to which part-timers themselves were involved in every step of the planning process. Adjuncts active participation in the development, delivery, and subsequent evaluation of their in-service workshops based on perceived requirements should not be overlooked.

Active participation that reinforces faculty members' sense of competence and growth is valued as an intrinsic satisfier. Faculty participation in planning contributes to their flexibility and creativity as instructors and enhances their enthusiasm. The influence of these situational factors on the adjuncts cannot be overemphasized and their motivation may be increased (Valent, 1992).

Sparks (1983) believes that demonstration is important and should include live modeling, detailed narrative descriptions, videotapes, and even labeled and vividly described examples. Visualization is also important when trying to learn a new concept.

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Small discussion groups facilitate teacher discussion and participation. Observing another teacher can be a powerful learning experience and feedback about instruction and treatment of students is also crucial. Training and feedback help teachers develop confidence in their teaching competency.

Programs for new faculty members that encourage mentoring and provide a steady transition to the new institution have been described as essential to faculty success, retention, productivity, and quality of life . The same advantages have been suggested for orientation by providing information, support systems, and resources (Miller & Nadler, 1994).

Modes

When conducting a study at Northwestern Michigan College, Rhodes (1991) found there was a scheduling problem with in-service training for adjunct personnel. There was no day or time convenient for the majority of part-time teachers. Rhodes recommended the use of self-paced learning modules instead of in-service workshops.

Part-time faculty need to be aware that community colleges appreciate their work and are concerned with their instructional improvement and professional growth. Part-timers must feel actively involved and appreciated. Adjuncts must be given occasions to participate in in-service workshops, credit courses, and other training activities. Every opportunity should be provided to better use existing means to improve effectiveness of part-time instructors. Ashworth supports this by saying:

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> Community college leaders must recognize their continuing responsibility for recruitment and selection, orientation, supervision and support, evaluation, and professional development of part-time faculty. The part-time faculty member who is neglected cannot be expected to perform well - at least for any extended period of time. Part-time faculty must be recognized as valuable institutional resources and provided with the opportunities and support to develop into quality teachers. (1988, p. 17)

A staff development process becomes one of designing and administering a series of courses at workshops and part-time instructors with support services. The steps in the process, outlined by Pedras (1985), include:

1. assigning the administration of the staff development program to one person;
2. surveying part-time faculty to determine training needs;
3. using a prioritized listing of the needs to develop the training program and write course syllabi;
4. determining what format classes should take and specifying when, where, and how often they should be offered;
5. securing adequate funding; and
6. supplying necessary support services, such as a handbook for part-timers.

Program success, Pedras admonishes, depends largely on the extent to which part-timers themselves are involved in the planning process.

Summary

Community colleges are a significant part of higher education in the United States. Because of the diversity of students and course offerings at community colleges, part-time teachers have become an integral component of the two-year educational

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system. Many adjunct instructors have no training in methodology, classroom management, or procedures. Part-timers need assistance becoming assimilated into the community college climate by being provided with knowledge relating to adult learners. Preservice orientation and in-service faculty development take time and effort to prepare and present. Training can pay off in terms of future dividends in the form of increased effectiveness, greater employee satisfaction, and enhanced institutional identification and loyalty (Biles and Tuckman, 1986, p. 129).

Roueche, et al. (1995) used the word "integrate" to describe what community colleges must do to ensure that adjunct teachers are successful, valued, and supported. For the most part, part-time faculty feel powerless, alienated, invisible, and second class (p. 92). Administrators are of the opinion that orientation and inservice programs are the best methods of imparting information and training to part-time teachers. However, several authors have written about the lack of orientation at many community colleges and in-service training that is not relevant to the needs of part-timers.

No program will be completely productive if those receiving the training are not involved in all decisions that affect the training including governance, substance, delivery, and modes. All aspects of the development of part-time teachers in community colleges must be examined to determine the content of the training and whether the programs are indeed competent in meeting the needs of the part-time teachers, the students, and the missions of the community colleges. This study is an attempt to discover the content of orientation and in-service programs now being utilized and to analyze the data into a useful paradigm.

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CHAPTER III

METHODS AND PROCEDURES

The purpose of this study is to formulate a paradigm containing the attributes that comprise a staff development program for part-time teachers in community colleges. Staff development is a continuously problematic aspect of the work of educators. Everyone agrees that it is necessary, but few find agreement about what it should look like or how it should be done (Serrgiovnni & Moore, 1989).

The purpose of this paradigm was to (1) identify specific community colleges that have developmental programs for part-time faculty development through the professional literature and the American Association of Community Colleges, (2) to examine these developmental programs and identify the content of each component related to preservice (orientation), governance (decision-making structures), substance (content and process), delivery (incentives and trainer/trainee interfaces), and modes (the forms and varieties) as stated by Cline (1981), and (3) to establish a paradigm that should be included in the planning and usage when training part-time teachers in community colleges. The procedures involved are identifying a population of community colleges with staff development programs for part-time teachers, learning about the current training programs through a survey instrument, examining literature from the sample colleges, interviewing administrators, and identifying and compiling the paradigm.

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DESIGN OF THE STUDY

Stage 1: Identifying Community Colleges With Programs

A comprehensive review of literature was undertaken. The research materials were accumulated from resources available using conventional library research methods including reports, articles, books, ERIC documents, Master's Theses, and Dissertation Abstracts. Additional information was obtained by contacting the American Association of Community Colleges and the Community College List Server on Internet. From this research, 96 community colleges of the 1,292 on record were selected. These institutions with staff development programs for part-time teachers are listed in Appendix I. The names of the academic administrators of the community colleges in the population were also obtained from the current yearbook of the American Association of Community Colleges. A letter was sent to 96 community college academic affairs officers asking for assistance by agreeing to participate in the study.

Stage 2: Sample

An introductory letter requesting participation in this study and the name of a contact person were mailed to the 96 colleges. After three weeks, follow-up to the letter was done by telephone and, because of the difficulty reaching many administators, part of the follow-up was done by FAX (see Appendix II). Administrators at the identified community colleges were asked to select a resource person charged with the initiating and/or administration of faculty development programs. Of the 96 community colleges contacted, 77 responded favorably, 7 declined to participate, and 12 did not respond.

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Copies of the initial letter and a follow-up letter appear in Appendix II. From this effort, there was a response rate of 85 percent.

Table 3 shows that there were 112 campuses included in the responding 67 colleges. There was an average of 6,793 students enrolled per campus with a low of 1,147 and an high of 28,758. An average of 376 part-time teachers was employed at each campus of the responding community college, with a low of 11.5 and a high of 800 adjuncts employed.

Table 3

Distribution of Colleges by State

Arizona	3	California	7
Colorado	1	Connecticut	2
Florida	3	Illinois	8
Iowa	1	Kansas	2
Kentucky	1	Maryland	2
Michigan	3	Minnesota	1
Mississippi	1	Nebraska	2
Nevada	1	New Mexico	1
New Jersey	4	New York	3
North Carolina	2	Ohio	3
Oklahoma	1	Oregon	1
South Carolina	2	Texas	4
Vermont	1	Virginia	4
Washington	3		

Stage 3: Questionnaire

The survey instrument was self developed and included a comprehensive profile of characteristics and practices of professional development of part-time teachers as identified in the literature. At the beginning of the survey instrument, inquiries were made concerning whether orientation or inservice programs were in effect, the frequency and

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length of the programs, and the number of part-time instructors employed. The format for the balance of questionnaire was organized into five areas including preservice (orientation) and the four substructures of in-service training as identified by Cline (1981): governance, substance, delivery, and modes. The questionnaire is found in Appendix V and a list of the 64 items of the questionnaire may be found in Appendix VI.

After the initial questionnaire was designed, it was reviewed by Dr. G. Foldesy and Dr. D. Cline. The suggested changes and recommendations were incorporated and the updated instrument was submitted to the Arkansas State University Internal Review Board for approval. The survey was then sent to the 77 colleges who agreed to participate in the study. The contact persons were asked to complete and return the instruments, supply pertinent data about training of adjunct faculty, and provide a schedule of convenient times for a telephone interview.

After three weeks, a FAX was sent to those who had not yet returned the questionnaire. As a result, of the 77 questionnaires completed, 67 were returned indicating a response rate of 87%. A copy of the cover letter sent with the survey and the follow-up FAX can be found in Appendix IV. Each contact person was asked to share information and printed materials (brochures, pamphlets, handbooks, and/or other data) about staff training programs in use at the colleges. The responses represented colleges in 27 states and the distribution among states may be found in Appendix III.

Stage 4: Interviews.

Twenty-seven responses were initially received to our questionnaire. A follow-up FAX was sent to the other 40 schools. This prompted 28 additional responses to our

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questionnaire. Ten of the schools did not respond and two were not interested in participating in our study. The responses to the questionnaire along with the literature received (brochures, pamphlets, handbooks, and/or other data) is reviewed for content.

To begin the fourth stage, an unstructured interview format was designed (see Appendix VII). Because of the great distance between the interviewer and the community colleges, the interviews were conducted by telephone and permission was obtained to record the interviews. The information on the tapes was transcribed and the tapes were retained for recall purposes. The purposes of the interviews were to clarify and verify information on the questionnaires and to review the materials received from the contact persons.

Respondents were asked to explain in greater detail and qualify their answers to the questions on the questionnaire. Responses received all fell within the same area as the ones of the original questions. The interview responses, when compared to the questionnaire, were quite similar to the original areas. Therefore, the tables 4 through 73 reflected closely the follow-up telephone interviews and the same series of tables were able to be incorporated as representative of the interview results

The interview then focused on a review of the materials which had been sent for content and applicability of the material. This was to ascertain whether all areas of curriculum were covered in order for the part-time teachers to fully engage and maintain student interest in the classroom and to cover all subject areas. The literature that the schools sent simply corroborated the results obtained from the questionnaires and the interviews.

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The results from the initial 27 questionnaires, the latter 28 questionnaires, and the follow-up interviews were all similar. Therefore, we were able to design and apply one table to get the results used in Chapter 4.

Stage 5: Developing the Paradigm.

As a result of gathering the data from the questionnaire, interviews, and materials provided, a profile of staff development and training programs for adjunct instructors in community colleges was established. Analyzing the information revealed the content of the orientation, methods of governance, substance, delivery, and the modes implemented in the programs. Data were carefully studied, reviewed, and evaluated to assure that information declared to be pertinent by the contact persons was included in the paradigm.

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CHAPTER IV

FINDINGS

Introduction

The purposes of this study were to construct a paradigm of the several aspects which should be included in an ideal developmental program for part-time teachers in community colleges. In order to do this, a sample was selected from community colleges were first identified in the research literature as having programs for adjunct teachers. Using information obtained from the sample, the goal was to determine what training, if any, the part-time teachers at the community colleges were receiving. The second section, Part II to Part VI, contained a list of 64 items to determine the relative importance of each item to the participating community colleges. The list of the 64 questionnaire items is in Appendix VI. These items have been identified as concepts and information pertinent for a part-time teacher to know. These items were organized according to the five areas identified by Cline (1981) which are:

PRESERVICE - Orientation

GOVERNANCE - Locus of authority and decision making

SUBSTANCE - Content and process

DELIVERY - Trainer/trainee interface, incentives

MODES - Forms and variety of training

This chapter presents the results of the item-analysis of the questionnaire organized around these five key areas that are the subject of this study. As a first step to developing an ideal adjunct training program, a series of categories were developed to

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illustrate the level of adjunct hiring at each of the 66 community colleges responding to the survey questionnaire. For example, category 1 was determined to be 0 through 166 adjunct faculty hires, 167 to 281 represented category 2; 282 to 408 represented category 3; 409 to 600 represented category 4; and the largest category, 5 was represented by having employed more than 601 adjunct faculty at their institutions per annum. This is illustrated at Table 3 below.

Table 4
Community College Categories Based on Adjunct Faculty Employment Levels

Category	# of Adjunct Faculty
1	0 - 166
2	167 - 281
3	282 - 408
4	409 - 600
5	601 - Up

The method used to gather the program information was a locally developed questionnaire based on data and suggestions found in the research literature (see Appendix V). It was deemed important that the survey reflect the respondent's level of adjunct faculty (Table 3)was used by the institution. First, each community college was queried as to their basic orientation program. The supporting information represented by the survey response gleaned from follow-up telephone interviews was analyzed. Additional college supporting material such as handbooks, and adjunct faculty manuals were also examined. The first section, Part I, a sort of preface to the questionnaire, contained inquiries concerning whether basic levels of orientation or in-service programs were in effect. The frequency and length of the orientation and in-service programs were also examined.

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Questionnaire Analysis

It would be helpful to first examine Part I which is the preliminary information section. While this section was not included in the Cline protocol, there were several pertinent questions dealing with the overall direction of the study. This section asked six questions of an orientation nature focusing on the general availability and configuration of available programs at the participating community college. These responses were found by category at Table 4 through Table 9.

Preservice consists of information the part-time teacher should know before the beginning of a semester or quarter. As noted by Lake Land Community College and Cuyahoga Community College, a large portion of the teachers in community colleges were part-time. Seven schools noted that as few as 10 percent of their teachers were part-time, but this was more the exception than the rule. More often there was a larger percentage. One school reported having no campus and employing 90 percent of their faculty as adjuncts. Many of the adjuncts have no training in the education field.

The majority of community colleges have some type of in-service training that was compulsory to full-time teachers, while part-time teachers were left to their own devices. For adjuncts to enter programs for full-time teachers, additional training must be obtained. The training provided, quite often, was at a time that was inconvenient for the adjunct teacher, usually interfering with the persons day-job.

Many training classes were held in the daytime when the adjuncts cannot attend because of conflicts with other forms of employment. Even the larger schools state that

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there were in-service and training days for full-time teachers, which the adjuncts may attend on a voluntary basis. It would appear that because of the large number of part-time employees (see Appendix V), adjuncts should warrant greater consideration.

Part I of the questionnaire was designed to obtain information about the frequency and type of orientation and in-service seminars offered. The survey tried to identify which of these sessions were voluntary or compulsory. Many of the schools did not differentiate between orientation and in-service training. This was because the only in-service training offered by many schools was in conjunction with the orientation sessions.

Almost all of the schools did offer some type of orientation program. Ninety-six percent of the schools stated that an orientation program was available. The three respondents noted that there was not an orientation offered when asked by telephone as a part of the follow-up interview. During this interview, two of the schools reiterated that orientation did not exist exclusively for part-timers, but that adjunct teachers were invited to attend the orientation for the full-time teachers on a voluntary basis. The third stated that the part-timers were given a handbook and there were always full-time teachers who were available to provide assistance.

The orientation programs were available, but the questionnaire tried to determine the applicability of orientation to adjuncts. The study found that 38 % of the respondents stated that there was one combined orientation for all teachers, both part-time and full-time. The interview process revealed several of the schools only for the orientation of

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first time adjuncts. As discussed later, the main focus seemed to be for the in-service orientation programs to serve the administrative functions of compliance and bare necessity.

A disturbing result of the study was that only 28 percent of the respondents made orientation compulsory. Schools who did make orientation compulsory stated that faculty must obtain in-service hours commensurate with the hours for teaching academic classes. In one of the schools faculty were given an adjunct manual to review, which was brought to orientation and to subsequent employment.

Our society requires that people are tested on the rules of the road before being given a driver's license, yet many community colleges do not feel it is important to make sure that the adjuncts understand the "rules of the road" for their school. Respondents were then asked what topics and information were covered in the orientation. The responses and the interviews revealed a large variety of topics that were covered (Table 12 to Table 73). The length of the orientation session would necessarily limit the depth in which the subjects were covered. The topics covered fall in three categories that are listed in the order of importance given to each in the general opinion of the respondents. These categories are as follows:

Administrative Issues

Introduction to the School and the Student Body

Classroom Management

The briefest orientations described cover filling out necessary college administrative paper work. Only the most thorough preservice seminar would have time to discuss classroom management

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issues. The next several paragraphs are some representative descriptions from the respondents.

Table 5 clearly illustrates that institutions represented in the survey do, no matter their size of category, provide formalized adjunct in-service orientation faculty training. Eighty-two percent of the participating institutions reported that formalized training occurs at their respective schools.

Table 5
Availability of Orientation Programs at Participating Institutions for Adjunct Faculty By Category

Category	Yes	No	Total
1	13	2	15
2	11	2	13
3	14	0	14
4	15	0	15
5	8	1	9
Total	61	5	66

Table 6 demonstrated that seventy-six percent of the participating institutions provide adjunct orientation on a semester basis. Twenty-three percent engaged in orientation on an annual basis. This suggested that the issue of time and convenience for the adjunct faculty influenced this spread of responses.

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Table 6
Availability of Orientation Programs at Participating Institutions for Adjunct Faculty By Category

Category	Annual	Semester	Other	Total
1	4	10	1	15
2	2	11	0	13
3	3	11	0	14
2	2	13	0	15
1	4	5	0	9
Total	15	50	1	66

The amount of time devoted to adjunct orientation was quite diverse in this sample. Two hours was the most common time period used (38.4%). Four hours was used in 28.7% of the cases. One hour, one whole day, and various other time commitments were also used. While the pattern was not completely predictable, Table 7 suggested that the smaller institutions tend to devote shorter time frames for adjunct orientation and larger institutions tend to devote larger amounts of time.

Table 7
Duration of Adjunct Faculty Orientation by Category

Category	1 Hour	2 Hour	4 Hour	1 Day	Other	Total
1	6	2	4	0	3	15
2	0	5	3	2	3	13
3	0	9	2	1	2	14
4	1	3	6	2	3	15
5	0	4	4	0	1	9
Total	7	23	19	5	12	66

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This research not only measured particulars regarding the participating institutions tendency to provide adjunct faculty with orientations to the job and the institution, but also whether the institutions provided adjuncts with in-service training programs to facilitate effectiveness in the classroom. Table 8 summarizes the existence of in-service programming by institution category. Eighty-eight percent of the participating institutions did provide in-service training for the adjunct faculty. Sixty-two percent have regularly occurring in-service training. Twenty-six percent provide the training sometimes in alternative formats. Only 10.6% of the participating institutions reported that they did not provide in-service training for adjunct faculty.

Table 8
Active Adjunct Faculty In-Service Seminars By Category

Category	Yes	Sometimes	No	Total
1	7	5	2	15
2	10	2	0	12
3	9	5	0	14
4	8	4	3	15
5	7	1	2	10
Total	41	17	7	66

Table 9 illustrates that the most commonly planned approach to providing in-service training was once per semester. However, fifty-one percent of the schools provide in-service training to adjunct on some frequency basis other than per year, per semester, or twice per semester. This variable offering of in-service training was common to all institutional categories.

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Table 9
Frequency of Adjunct Faculty In-Service Seminars By Category

Category	Once per Year	Once per Semester	Twice per Semester	Other	Total
1	1	6	1	7	15
2	1	5	2	5	13
3	0	4	2	8	14
4	1	3	2	9	15
5	4	0	0	5	9
Total	7	18	7	34	66

Table 10 illustrates that in the case of those institutions who reported providing in-service training for adjunct faculty, most prefer either a two hour session or some other approach over 1 hour, 4 hours, or full days. Some examples of the "Other" category might be evening sessions including social interaction, weekend sessions of various time lengths away from the usual school calender, and/or a formal course across a full term.

Table 10
Duration of Adjunct Faculty In-Service Orientations By Category

Category	1 Hour	2 Hour	4 Hours	1 Day	Other	Total
1	2	5	1	1	6	15
2	1	4	4	0	4	13
3	1	3	2	2	6	14
4	0	3	1	2	9	15
5	0	2	3	0	4	9
Total	4	17	11	5	29	66

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PART I - PRESERVICE

This section of the questionnaire examines the results of the analysis of the responses the items listed in Part I:

Table 11 represents the institutions response to questions related to prior input to course design / content on the part of the adjunct faculty. This prior input was commonly sought at all participating institutions. Ninety-two percent of the responses indicated some level of prior input by the adjunct and 74% of the responses indicated a definite degree of input.

Table 11
Preservice Orientation: Inclusion of Course Preparation Information By Category

Category	Yes	Sometimes	No	Total
1	10	3	2	15
2	11	1	1	13
3	10	3	1	14
4	11	3	1	19
5	7	2	0	9
Total	49	12	5	66

Preservice orientation may include several issues, but issues related to what should be covered in the first class meeting is very commonly a part of this orientation. In over 95% of the responses there was some likelihood that contend covered the first day of class was discussed (See Table 12). These first class details were definitely discussed in 70% of the respondents' orientation sessions.

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Table 12
Preservice Orientation: Inclusion of Suggestions for First Class Instruction By Category

Category	Yes	Sometimes	No	Total
1	10	4	1	15
2	11	1	1	13
3	6	5	1	14
4	11	4	0	15
5	6	3	0	9
Total	46	17	3	66

Table 13 demonstrates the institutional tendencies regarding who organizes content taught by adjunct faculty. In all institutional categories it was common for the pre-service orientation session to include some suggestions intended to assist the adjunct in organizing the course content. The responsibility for the selection and organization was commonly placed on the adjunct, but with this help in the pre-service orientation session. Only 7.5% of the respondents reported actually handing the adjunct a pre-packaged course with full content pre-determined.

Table 13
Preservice Orientation: Organization of Course Information By Category

Category	Yes	Sometimes	No	Total
1	8	6	1	15
2	10	2	1	13
3	8	3	3	14
4	10	5	0	15
5	6	3	0	9
Total	42	19	5	66

Table 14 demonstrates the institutional tendencies regarding who prepares course syllabi. In all institutional categories it was common for the pre-service orientation

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session to include some suggestions intended to assist the adjunct in preparing the course outline. The responsibility for the outline was commonly placed on the adjunct, but with this help in the pre-service orientation session. Only 10.6% of the respondents reported actually providing the course outline.

Table 14
Preservice Orientation: Preparing Class Outlines Information By Category

Category	Yes	Sometimes	No	Total
1	10	3	2	15
2	8	3	2	13
3	9	3	2	14
4	11	3	1	15
5	6	3	0	9
Total	44	15	7	66

Table 15 illustrates the degree to which respondent institutions include assistance to the adjunct for writing lesson objectives as part of the pre-service orientation session. The table shows that these institutions were essentially as likely to definitely not cover this topic in pre-service as they were to definitely cover it. What was most commonly reported was that lesson objectives were "sometimes" covered and reflected as 37.8% of the responses in this category.

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Table 15
Preservice Orientation: Writing Lesson Objectives Information By Category

Category	Yes	Sometimes	No	Total
1	4	6	5	15
2	5	3	5	13
3	7	2	5	14
4	4	7	4	15
5	2	7	0	9
Total	22	25	19	66

Table 16 relates to preparation of lesson plans. This table demonstrates that the respondents were not any more likely to provide help with lesson planning as part of the pre-service orientation than they were to provide this sort of help. If anything, this sort of assistance to the adjunct was more typically not included (33%, no; 24%, yes).

Table 16
Preservice Orientation: Preparing Lesson Plan Information By Category

Category	Yes	Sometimes	No	Total
1	3	4	8	15
2	3	6	4	13
3	3	6	5	14
4	4	7	4	15
5	3	5	1	9
Total	16	28	22	66

Table 17 illustrates the likelihood that respondent institutions include assistance for the adjunct in developing syllabi. If the categories of "Yes" and "Sometimes" are both included, almost 91% of the respondents reported including this assistance in the pre-service orientation. Only the institutions employing the largest number of adjuncts reported definitely including this sort of help less than 60% of the time.

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Table 17
Preservice Orientation: Preparing Syllabi Information By Category

Category	Yes	Sometimes	No	Total
1	12	1	2	15
2	8	3	2	13
3	12	2	0	14
4	11	3	1	15
5	4	4	1	9
Total	47	13	6	66

Table 18 is associated with the inclusion of help in organizing assignments, such as writing papers, as part of the pre-service orientation. The institutions employing more than 600 adjuncts reported using this kind of training only 11% of the time. Looking at all categories of institutions together, there was an equal chance that this kind of specific help in developing paper assignments would or would not be offered in the orientation.

Table 18
Preservice Orientation: Developing Paper Assignments Information By Category

Category	Yes	Sometimes	No	Total
1	4	6	5	15
2	2	6	5	13
3	5	7	2	14
4	7	6	2	15
5	1	8	0	9
Total	19	33	14	66

Table 19 demonstrates that assistance to the adjunct with regard to instructional theories was not a core issue for a majority of the respondent institutions. Considering that the "yes" and "no" categories are equal, one could assume that this type of pre-service topic's likelihood of being included in the orientation was quite variable.

Table 19
Preservice Orientation: Understanding Theories of Instruction Information By Category

Category	Yes	Sometimes	No	Total
1	2	7	6	15
2	5	7	1	13
3	3	9	2	14
4	3	6	6	15
5	3	5	1	9
Total	16	34	16	66

Teaching adults as a topic for pre-service orientation provided to adjunct faculty was illustrated in Table 20. One can see that this topic has a fairly high likelihood for being covered in the orientation (36% yes + 44% sometimes). Category of institution does not appear to impact this likelihood.

Table 20
Preservice Orientation: Ways and Means to Teach Adults Information By Category

Category	Yes	Sometimes	No	Total
1	5	5	5	15
2	4	7	2	13
3	6	6	2	14
4	5	6	4	15
5	4	5	0	9
Total	24	29	13	66

Discussions of increasing student motivation (Table 21) variably occur as part of the pre-service orientation for adjunct faculty. The most likely institutional category to provide this topic as part of the orientation was category 2 (those employing 167 - 281 adjuncts).

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Table 21
Preservice Orientation: Increasing Student Motivation Information By Category

Category	Yes	Sometimes	No	Total
1	2	8	5	15
2	6	5	2	13
3	4	8	2	14
4	5	7	3	15
5	2	7	0	9
Total	19	35	12	66

Table 22 clearly shows that discussions of institutional policy were almost always part of the pre-service orientation for adjunct faculty. Eighty-two percent of respondent institutions absolutely included this topic. Specifically, North Lake Land Community College. When one combines the "sometimes" category 98.4% of the institutions were included.

Table 22
Preservice Orientation: Institution Policy Information (cheating, absence, etc.)
By Category

Category	Yes	Sometimes	No	Total
1	14	1	0	15
2	10	3	0	13
3	13	1	0	14
4	11	3	1	15
5	6	3	0	9
Total	54	11	1	66

Seventy-four percent of respondent institutions (Table 23) definitely include discussions of grading practices as part of the adjunct orientation. Another 23% include grading issues sometimes. This sort of trend was seen for all institutional categories.

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Table 23
Preservice Orientation: Grading System Information By Category

Category	*Yes*	*Sometimes*	*No*	*Total*
1	11	3	1	15
2	9	3	1	13
3	11	3	0	14
4	11	4	0	15
5	7	2	0	9
Total	49	15	2	66

Table 24 demonstrates that 74% of the respondent institutions include assistance with preparing test items as a part of their pre-service orientation for adjunct faculty. Only 30% report definitely including this topic. Forty-four percent include the topic sometimes. Interestingly, the institutions employing the smallest number of adjuncts were the least likely to provide assistance with test preparation as part of the pre-service training.

Table 24
Preservice Orientation: Preparing Test Information By Category

Category	Yes	Sometimes	No	Total
1	3	5	7	15
2	5	4	4	13
3	5	6	3	14
4	5	7	3	15
5	2	7	0	9
Total	20	29	17	66

Table 25 displays the respondent institutions' likelihood to include advice or instruction related to administering in-class testing as part of the pre-service adjunct

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training. Forty-seven percent of the institutions sometimes offer this assistance. Only 26% of the institutions definitely included this training. An equal number of schools provided no assistance of this type as part of the pre-service training.

Table 25
Preservice Orientation: Administering Test Information By Category

Category	Yes	Sometimes	No	Total
1	4	5	6	15
2	4	5	4	13
3	5	5	4	14
4	4	8	3	15
5	1	8	0	9
Total	18	31	17	66

Classroom management techniques were more likely to be covered than not (Table 26). Most of the respondent institutions did report including classroom management techniques as part of their pre-service training for adjuncts at least sometimes. Only 6% of the respondent institutions reported that they did not include this topic.

Table 26
Preservice Orientation: Classroom Management Information By Category

Category	Yes	Sometimes	No	Total
1	7	7	1	15
2	2	9	2	13
3	8	5	1	14
4	6	9	0	15
5	3	6	0	9
Total	26	36	4	66

Table 27 indicates that 54.5% of the respondent institutions always included media technology information in their pre-service adjunct orientation. This orientation typically included information about the audio-visual capabilities and resources in the library. Only the category employing the greatest number of adjuncts (#5) did not routinely include this sort of information in the pre-service orientation.

Table 27
Preservice Orientation: Media Technology Information By Category

Category	Yes	Sometimes	No	Total
1	11	4	0	15
2	7	4	2	13
3	7	5	2	14
4	8	6	1	15
5	3	6	0	9
Total	36	25	5	66

Table 28 presents the respondent institutions' likelihood to discuss policy related to guest lecturers as part of the pre-service orientation. This topic was as likely not to be discussed as it was to be discussed.

Table 28
Preservice Orientation: Guest Lecturer Information By Category

Category	Yes	Sometimes	No	Total
1	5	3	7	15
2	4	4	5	13
3	4	7	3	14
4	7	6	2	15
5	2	7	0	9
Total	22	27	17	66

Table 29 demonstrates that most of the respondent institutions either did or "sometimes" included information regarding field trips as part of the pre-service orientation for adjunct faculty. Only category #4 institutions consistently reported including this sort of information on a regular basis.

Table 29
Preservice Orientation: Field Trips Information By Category

Category	Yes	Sometimes	No	Total
1	5	4	6	15
2	5	3	5	13
3	5	7	2	14
4	10	3	2	15
5	1	8	0	9
Total	26	25	15	66

Eighty percent of the respondent institutions reported including teacher evaluation information in the pre-service orientation (Table 30). When the sometimes category was included the percentage climbed to almost 94%.

Table 30
Preservice Orientation: Evaluation of Teachers Information By Category

Category	Yes	Sometimes	No	Total
1	14	1	0	15
2	9	3	1	13
3	11	2	1	14
4	13	1	1	15
5	6	2	1	9
Total	53	9	4	66

Table 31 demonstrates that close to 94% of the respondent institutions always provided a copy of the faculty handbook at the pre-service orientation. Only 3% of the

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institutions never provided the faculty handbook to adjuncts at the pre-service orientation.

Table 31
Preservice Orientation: Part-Time Faculty Handbook Availability By Category

Category	Yes	Sometimes	No	Total
1	15	0	0	15
2	13	0	0	13
3	13	1	0	14
4	13	0	2	15
5	7	2	0	9
Total	61	3	2	66

Sixty-two percent of the respondent institutions reported definitely covering details about record-keeping, such as role books and grade books, as part of the pre-service orientation (Table 32). Another 30% reported that they sometimes included this information. Table 32 does show a tendency for institutions employing smaller numbers of adjuncts to be more likely to cover this topic in the pre-service sessions.

Table 32
Preservice Orientation: Record keeping Procedures Information By Category

Category	Yes	Sometimes	No	Total
1	12	3	0	15
2	8	3	2	13
3	8	6	0	14
4	9	4	2	15
5	4	4	1	9
Total	41	20	5	66

Table 33 shows that respondent institutions included the use and dissemination of sample materials (handouts) to the level of 53%. An additional 33% sometimes included

this instructional information as part of the in-service. For this topic there was a total of 86% coverage of sample materials as part of the in-service for adjunct faculty.

Table 33
Preservice Orientation: Sample Materials (desk copies) Information By Category

Category	Yes	Sometimes	No	Total
1	9	5	1	15
2	7	4	2	13
3	5	5	4	14
4	9	4	2	15
5	5	4	0	9
Total	35	22	9	66

Table 34 illustrates a strong coverage of adjunct faculty in terms of informing them of what resources were available at the respondent institution and what resources were not available. Specifically, 80% of the respondent institutions covered this topic regarding additional resources available at the school, in the pre-service orientation. When one combines the "yes" and the "sometimes" groups there was a total of 92% coverage of this topic by the in-service orientation.

Table 34
Preservice Orientation: Additional Resources at School Information By Category

Category	Yes	Sometimes	No	Total
1	13	0	2	15
2	12	0	1	13
3	11	2	1	14
4	11	3	1	15
5	6	3	0	9
Total	53	8	5	66

PART II - GOVERNANCE

This section of the questionnaire has a focus at examining the responses about the Governance issues related to the level of inclusion of this important training area concerning policymaking issues such as standards, textbook selection, course objectives, and the like into the orientation presentations.. The governance section had the greatest dissonance as regarding the apparent view of college administration to including adjunct faculty in their campus governance.

Table 35 indicates that the adjunct faculty were as likely to be included in developing and having input to their own in-service orientation program to not be included in this activity. The categories reflected no strong support for this topic; "Yes" marked 32%, "Sometimes" marked 35%, and "No" marked at 33%. This suggested a clear ambivalence on the part of the respondent institutions regarding the involvement of adjunct faculty in the internal determination of what the in-service orientation program should contain and/or cover.

Table 35
Governance: Input on Developing In-service Programs By Category

Category	Yes	Sometimes	No	Total
1	4	4	7	15
2	5	3	5	13
3	6	6	2	14
4	4	7	4	15
5	2	3	4	9
Total	21	23	22	66

Table 36 illustrates a continued ambivalence regarding adjunct faculty involvement in internal decisions regarding what material was placed on the agenda of in-service orientation. There was a close count in terms of respondent institutions in regards to this topic, with "Yes" being 32%, "Sometimes" being 44%, and "No" being 24%. Adding the "Yes" and "Sometimes' columns show 76% of respondent institutions supporting inclusion of having adjunct faculty present to each other. These presentation consist of modeling, observational learning, and ways of honing lecture material by peer evaluations.

Table 36
Governance: Requirements of Adjunct to do Presentations at In-service By Category

Category	Yes	Sometimes	No	Total
1	3	9	3	15
2	6	5	2	13
3	4	6	4	14
4	4	7	4	15
5	4	2	3	9
Total	21	29	16	66

Table 37 illustrates the level of input adjunct faculty have into governance regarding developing academic standards. The academic standards here mean the teaching methods and qualification of faculty to teach in community colleges. There was a strong disinclination among respondent institutions to keep adjunct faculty from having input in regards to what is covered at the in-service orientation. The table shows that 21%

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Table 37
Governance: Input to Developing Academic Standards By Category

Category	Yes	Sometimes	No	Total
1	2	5	8	15
2	3	5	5	13
3	4	4	6	14
4	3	6	6	15
5	2	2	5	9
Total	14	22	30	66

of the respondent institutions support a "Yes" for having adjunct faculty have input as regards academic standards These same institutions show 'Sometime' with 33%, and a "No" with 45%. This is a weak showing for this important area of developing academic standards for the community college and reinforces the view that permanent faculty do not believe adjunct faculty have a real role in this area governance.

Table 38 indicates that 30% of respondent institutions support the idea of having adjunct faculty involved in textbook selection on their campus. Over 42% of the same institutions indicated "Sometimes" for the involvement of adjunct faculty in selection of their own textbooks for their classes. Only 27% clearly said "No" to involvement of adjunct faculty in this concern. This table clearly suggest that a very large proportion of participating institutions are ambivalent in regards to adjunct faculty selecting their own content textbooks. This may reflect a concern about the non-permanence of these faculty keeping up academic standards through proper textbook selection in keeping the curriculum on an even keel.

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Table 38
Governance: Input as to Textbook Selection By Category

Category	Yes	Sometimes	No	Total
1	5	5	5	15
2	5	6	2	13
3	4	5	5	14
4	4	8	3	15
5	2	4	3	9
Total	20	28	18	66

Table 39 continues the respondent's ambivalence to the value of input by these adjunct faculty in matters of curriculum design and modification. Half of the institutions responding to the questionnaire only "Sometimes" (50%) involve adjunct faculty in curriculum matters as a part of the in-service training. Only about 20% directly involve these types of faculty in the curriculum process.

Table 39
Governance: Input as to Curriculum Design and Updates By Category

Category	Yes	Sometimes	No	Total
1	1	9	5	15
2	4	7	2	13
3	3	6	5	14
4	3	7	5	15
5	2	4	3	9
Total	13	33	20	66

Table 40 supported the ambivalence of responding institutions to adjunct faculty being involved or having input in the area of content area selection for their courses. Over 54% of the responding institutions only "Sometimes" involved adjunct faculty in matters regarding selection of course content. Only 12% of these same institutions clearly

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supported the involvement of these faculty in such matters. Over 24% were against such involvement.

Table 40
Governance: Input as to Course Content Selection By Category

Category	Yes	Sometimes	No	Total
1	2	8	5	15
2	4	7	2	13
3	4	6	4	14
4	2	10	3	15
5	2	5	2	9
Total	14	36	16	66

Table 41 indicates a strong stand against adjunct faculty becoming involved with the content of the Adjunct Handbook. Over 47% marked the "No" column when queried about their involvement of developing the content of such a manual. This suggested a central office or administrative concern of control over the direction and content of this basic information source of the adjunct faculty. Only 15% of participating institutions wanted adjunct faculty to have input into such a document. Over 37% were as likely as not to have the adjunct faculty involved in creating the content for the Adjunct Handbook.

Table 41
Governance: Participation of Handbooks Development (Adjunct) By Category

Category	Yes	Sometimes	No	Total
1	0	6	9	15
2	4	5	4	13
3	3	6	5	14
4	3	5	7	15
5	0	3	6	9
Total	10	25	31	66

Table 42 indicates participating institutions concern about adjunct faculty's involvement in on campus committee work. Over 42% were ambivalent about adjuncts serving on campus committees. The remaining 58% of responses were equally divided between encouraging adjunct participation and not making participation available.

Table 42
Governance: Adjunct Participation on Faculty Committees By Category

Category	Yes	Sometimes	No	Total
1	0	7	8	15
2	6	4	3	13
3	5	8	1	14
4	4	6	5	15
5	4	3	2	9
Total	19	28	18	66

PART III - SUBSTANCE

This section of the questionnaire has a focus on examining the academic course contend and the related issues of methods and modes of teaching techniques. Particular focus has been placed on the availability of various models of professional development, such use of external workshops, introduction to professional organizations, access to professional conventions, self-improvement, independent studies, and / or self-paced instruction for the continuing education needs of the adjunct faculty member.

Table 43 continues a suggestion of innate distrust of adjunct faculty's involvement in core curriculum matters. In this instance the input of adjunct faculty in developing course objective of courses being taught by these temporary faculty was not encouraged according to workshop curriculum. Over 40% indicated that these faculty were as likely as

not to be asked their opinion as to what such objectives should be. This was supported by a "No" vote by over 33% of the institutions. Only 26% of the respondents reported that they did seek input from adjuncts regarding core curriculum matters.

Table 43
Substance: Input in Developing Course Objectives By Category

Category	Yes	Sometimes	No	Total
1	4	3	8	15
2	6	4	3	13
3	2	7	5	14
4	5	7	3	15
5	0	6	3	9
Total	17	27	22	66

Table 44 demonstrates that respondent institutions are more likely than not to provide some sort of assistance with methods and techniques of instruction as part of the pre-service orientation for adjuncts. However, it was also clear from this data that only 36% of the institutions make a point to assure this topic is included.

Table 44
Substance: Methods and Techniques of Instruction By Category

Category	Yes	Sometimes	No	Total
1	4	6	5	15
2	6	6	1	13
3	3	8	3	14
4	8	6	1	15
5	3	5	1	9
Total	24	31	11	66

Table 45 demonstrates that respondent institutions are more likely than not to provide some sort of assistance with classroom multi-media approaches as part of the pre-

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service orientation for adjuncts. Forty-four percent of the institutions made a point to assure this topic was included.. Only 15% of the institutions avoid this topic.

Table 45
Substance: Instruction in Classroom Multi Media Approaches By Category

Category	Yes	Sometimes	No	Total
1	5	5	5	15
2	9	3	1	13
3	5	7	2	14
4	7	7	1	15
5	3	5	1	9
Total	29	27	10	66

Table 46 deals with more intricate aspects of instructional methods. This table illustrates the relative unlikelihood that respondent institutions would include assistance for the adjunct regarding effective questioning / probing techniques. Only 24% of the respondent institutions include this topic area in the pre-service sessions. The category #5 institutions were particularly unlikely to include this area in the orientation.

Table 46
Substance: Instruction in Ways and Means for Developing Probing Questions By Category

Category	Yes	Sometimes	No	Total
1	5	2	8	15
2	4	5	4	13
3	2	8	4	14
4	4	10	1	15
5	1	5	3	9
Total	16	30	20	66

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Table 47 demonstrates that most respondent institution were ambivalent with regard to assisting adjuncts in tactics for fielding student questions. While the "Sometimes" category was commonly selected (45%), the overall responses represent somewhat of a "bell-shaped" curve.

Table 47
Substance: Tactics for Fielding Student's Questions By Category

Category	Yes	Sometimes	No	Total
1	4	3	8	15
2	5	5	3	13
3	2	7	5	14
4	4	10	1	15
5	2	5	2	9
Total	17	30	19	66

Table 48 illustrates respondent institutions' ambivalence toward including instruction /discussion techniques in the adjunct faculty pre-service orientation. There were 54% of the institutions who were as likely as not to include classroom discussion techniques in this training. Only 26% of these same institutions definitely included this training as part of the in-service. The "No" category showed roughly a 20% vote of non-inclusion.

Table 48
Substance: Instruction in Classroom Discussion Techniques By Category

Category	Yes	Sometimes	No	Total
1	3	5	7	15
2	5	7	1	13
3	2	9	3	14
4	4	10	1	15
5	3	5	1	9
Total	17	36	13	66

Table 49 demonstrates that methods and techniques of self-analysis of teaching skills was not likely to consistently be part of the respondent institutions' pre-service adjunct training. Only 21% of the institutions replied that they always include this topic.

Table 49
Substance: Methods of Self-Analysis of Teaching Skills By Category

Category	Yes	Sometimes	No	Total
1	3	4	8	15
2	4	6	3	13
3	1	9	4	14
4	3	11	1	15
5	3	2	4	9
Total	14	32	20	66

Table 50 shows that respondent institutions were more likely to not include discussion of interpersonal relations in the classroom as part of the pre-service training. Only 18% of respondents regularly included this topic. Fifty-five percent include it sometimes.

Table 50
Substance: Interpersonal Relations in the Classroom By Category

Category	Yes	Sometimes	No	Total
1	3	6	6	15
2	3	6	4	13
3	0	8	6	14
4	4	11	0	15
5	2	5	2	9
Total	12	36	18	66

Table 51 illustrates the likelihood of respondent institutions to include instruction dealing with writing test questions as part of their pre-service adjunct training. Thirty-three percent did not include this topic. Twenty-three percent did include assistance in test question construction. The remaining 44% address this issue sometimes.

Table 51
Substance: How to Write Test Questions By Category

Category	Yes	Sometimes	No	Total
1	4	3	8	15
2	3	6	4	13
3	3	6	5	14
4	3	10	2	15
5	2	4	3	9
Total	15	29	22	66

Table 52 suggests that respondent institutions were somewhat more likely than not to include some training in student assessment as part of the pre-service adjunct training. Thirty-six percent of the respondents always included this topic. Forty-seven percent include this issue sometimes.

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Table 52
Substance: Orientation to Student Assessment Techniques By Category

Category	Yes	Sometimes	No	Total
1	4	7	4	15
2	5	5	3	13
3	5	7	2	14
4	6	8	1	15
5	4	4	1	9
Total	24	31	11	66

Table 53 suggests that respondent institutions are somewhat more likely than not to include some training in group learning strategies as part of the pre-service adjunct training. Thirty percent of the respondents always included this topic. Forty-seven percent include this issue sometimes.

Table 53
Substance: Orientation to Group Strategies (Learning) By Category

Category	Yes	Sometimes	No	Total
1	3	7	5	15
2	6	4	3	13
3	1	8	5	14
4	6	8	1	15
5	4	4	1	9
Total	20	31	15	66

Table 54 depicts the likelihood that respondent institutions included discussions of classroom dynamics as part of the pre-service training for adjuncts. Most institutions included this topic area sometimes (51.5%). The general trend was one of ambivalence.

Table 54
Substance: Understanding Classroom Dynamics By Category

Category	Yes	Sometimes	No	Total
1	3	8	4	15
2	5	6	2	13
3	2	7	5	14
4	5	9	1	15
5	4	4	1	9
Total	19	34	13	66

Table 55 demonstrates that most institutions did include support of adjuncts becoming an effective instructor. Thirty-six percent of the respondents regularly included this topic in the pre-service orientation and 47% included the support sometimes.

Table 55
Substance: Orientation to Characteristics of Effective Instructors By Category

Category	Yes	Sometimes	No	Total
1	5	6	4	15
2	7	5	1	13
3	4	7	3	14
4	5	8	2	15
5	3	5	2	9
Total	24	31	11	66

Table 56 demonstrates that most institutions did include support of adjuncts in the use of computers in the classroom. Forty-two percent of the respondents regularly included this topic in the pre-service orientation and 42% included the support sometimes. Only 15% did not address this issue in their pre-service orientation.

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Table 56
Substance: Effective Usage of Computers in the Classroom By Category

Category	Yes	Sometimes	No	Total
1	6	6	3	15
2	6	5	2	13
3	6	5	3	14
4	5	9	1	15
5	5	3	1	9
Total	28	28	10	66

Instructional time management was not likely to be covered in the pre-service orientation for adjuncts (Table 57). Fifty percent of the respondent institutions did not include this sort of training in their orientation. Only 12% reported they definitely made this issue a regular feature of the training session.

Table 57
Substance: Instructional Time Management By Category

Category	Yes	Sometimes	No	Total
1	3	2	10	15
2	2	5	6	13
3	0	6	8	14
4	3	7	5	15
5	0	4	5	9
Total	8	24	33	66

Student counseling and advising was not likely to be covered in the pre-service orientation for adjuncts (Table 58). Forty-five percent of the respondent institutions did not include this sort of training in their orientation. Only 14% reported they definitely make this issue a regular feature of the training session.

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Table 58
Substance: Resources as to Student Counseling and Advising By Category

Category	Yes	Sometimes	No	Total
1	3	4	8	15
2	0	6	7	13
3	1	6	7	14
4	3	8	4	15
5	2	3	4	9
Total	9	27	30	66

PART IV - DELIVERY

This section of the questionnaire focuses on imparting the adjunct faculty's skills of content delivery and specific hands on training.

Table 59 indicates the level of in-service orientation programs that involve these new faculty making presentations to one another as part of the overall goal of producing better trained adjunct faculty. The participating institutions indicated that within their programs only 48% definitely offer training that included peer presentations. This finding was similar to Table 34 concerning Governance and the requirement of adjunct faculty to do peer presentations. At Table 36 it was reported 43% of participating institutions have this requirement.

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Table 59
Delivery: In-service Presentation by Peers By Category

Category	Yes	Sometimes	No	Total
1	7	4	4	15
2	8	3	2	13
3	9	3	2	14
4	4	8	3	15
5	4	2	3	9
Total	32	20	14	66

Table 60 illustrates the effort to schedule the in-service orientation training at a time convenient to the temporary faculty member. This table indicated that of the

Table 60
Delivery: In-service Convenient Time Scheduling By Category

Category	Yes	Sometimes	No	Total
1	6	4	5	15
2	8	4	1	13
3	8	3	3	14
4	10	3	2	15
5	5	4	0	9
Total	37	18	11	66

participating institutions, over 56% of them took into consideration time, convenience of the training sessions, and giving consideration to the adjunct faculty member. The "Sometimes" category indicates that 27% of the respondent institutions were likely as not to give consideration to convenience of timing regarding their in-service orientation.

Table 61 indicates the level of in-service training that included authentic experiences, such as a practice lecture to an actual community college class or providing peer instruction. It was interesting that both the "Yes" and "Sometimes" categories

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reflected the same level of participation, 41% or taken together 82%, which translates into a large segment of the training curriculum including some level of authentic training. In teaching adults this authentic training experience become very important.

Table 61
Delivery: Authentic Hands-on-Training By Category

Category	Yes	Sometimes	No	Total
1	4	5	6	15
2	7	4	2	13
3	6	6	2	14
4	7	6	2	15
5	3	6	0	9
Total	27	27	12	66

Table 62 indicates the level of feedback incorporated into the in-service orientation programs at participating institutions. Taking the "Yes" and "Sometimes" categories together, 83% of the programs have an element of this important self-learning technique. The program most likely had an element of trainer and trainee exchanging views and opinions regarding the teaching approaches and methods required by the participating institutions. Only 17% or 11 of the 66 reporting institutions reported that this topic was not included in adjunct faculty in-service orientation.

Table 62
Delivery: Allowance for Teacher/Trainee Feedback By Category

Category	Yes	Sometimes	No	Total
1	7	4	4	15
2	7	4	2	13
3	8	4	2	14
4	9	4	2	15
5	2	6	1	9
Total	33	22	11	66

Table 63 indicates the level at which participating institutions included in their adjunct faculty in-service orientation a determination of future or present adjunct training needs. This refers to content beyond preparation for the current job. Respondent institutions including this topic indicate a value placed on training for future adjunct roles/ needs. Surprisingly only 42% of these institutions reported "Yes" and 33% reported "Sometimes," indicating significant wavering regarding future adjunct training needs. It could be that the colleges are so fixated on the current training effort that not much thought is given to the continuing education of the adjunct faculty.

Table 63
Delivery: Assessment of Adjunct Faculty Training Needs By Category

Category	Yes	Sometimes	No	Total
1	5	4	6	15
2	6	5	2	13
3	4	6	4	14
4	9	4	2	15
5	4	3	2	9
Total	28	22	16	66

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Table 64 indicates the level of adjunct faculty peer evaluation. Which is the number of participating institutions that incorporate some level of these faculty evaluating each other as part of the in-service orientation. The calculations indicate 45% definitely have such a schema incorporated into their in-service. It was interesting to note that 32% say "Sometimes" they incorporate such topics in their in-service training program. Table 62 shows that 23% of said institutions do not have any such topics in their in-service orientation.

Table 64
Delivery: Adjunct Faculty Peer Assessment/Mentoring By Category

Category	Yes	Sometimes	No	Total
1	8	4	3	15
2	6	5	2	13
3	7	3	4	14
4	5	6	4	15
5	4	3	2	9
Total	30	21	15	66

Table 65 indicates the number of participating institutions that include legal aspects of teaching at the community college as a part of in-service orientation. Of the 66 institutions only 21% had made provisions for discussing the legal issues surrounding their teaching in the community college. The "Sometimes" and "No" responses were almost even (38% and 39% respectively). It could be surmised from this level of inclusion that many colleges were ambivalent about orienting temporary faculty in the legal aspects of their teaching in a community college.

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Table 65
Delivery: Orientation to Legal Aspects of Education By Category

Category	Yes	Sometimes	No	Total
1	3	4	8	15
2	1	7	4	12
3	3	2	9	14
4	4	7	4	15
5	3	5	1	9
Total	14	25	26	66

Table 66 shows the level of travel support given adjunct faculty in professional development type of exercise associated with community college teaching. A large number of these colleges believe that adjunct faculty have no right to be involved in being paid, encouraged, or sponsored to travel to professional conferences. There was 39% who reported a definite "No" as regards to sponsoring these temporary faculty in this type of professional development. "Sometimes" ranked 36% as being a topic that may or may not be included as part of the curriculum of the in-service orientation. "Yes" ranked only a 24% for supporting temporary faculty in such professional development activities.

Table 66
Delivery: Resources/Allowances for Travel to Conferences By Category

Category	Yes	Sometimes	No	Total
1	7	3	5	15
2	1	6	6	13
3	3	7	4	14
4	2	7	6	15
5	3	1	5	9
Total	16	24	26	66

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PART V - MODES

The following tables examine the level of professional development that is included in these adjunct faculty in-service orientations. In particular this section of the questionnaire looks at in-house / pre-packaged workshops, information on professional organizations, professional organizations and association conventions, and self-instruction and self-improvement courses.

Table 67 indicates the level of job related in-house workshops made available to adjunct faculty. A resounding 80% of in-service programs made it clear that other and additional training was available. Almost no colleges had no such additional training available (5%).

Table 67
Modes: Job-Related In-House Workshops By Category

Category	Yes	Sometimes	No	Total
1	10	3	2	15
2	11	1	0	12
3	13	0	1	14
4	12	3	0	15
5	7	2	0	9
Total	53	9	3	66

Table 68 indicates that fewer participating institutions made available external workshops. These could be workshops held at different locations from the sponsoring college and even could be a private, for profit workshop. Forty-eight percent of these in-service programs were ambivalent toward adjunct faculty being made aware of, or participating in, such training. However, a large group of institutions (38%) did make the

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adjuncts aware of the possibility of external workshops. Only 14% of these institutions did not include such alternative supplemental in-service training possibilities.

Table 68
Modes: Availability of External Workshops By Category

Category	Yes	Sometimes	No	Total
1	6	6	3	15
2	5	7	1	13
3	7	5	2	14
4	3	11	1	15
5	4	3	2	9
Total	25	32	9	66

Table 69 indicates a large amount of indecision as regards providing adjunct faculty information on professional organizations. Over 58% of the participating institutions were ambivalent towards involving the temporary faculty in their professional organization. It could be that most sponsoring organizations did not see this as important because of the transitional and temporary nature of the adjunct faculty member. A sizable degree of waffling occurs on this topic because it appears the institutions have not come to grips with the basic role of the adjunct. Twenty-three percent of the institutions definitely supported full involvement of the adjunct faculty with professional organizations. Twenty percent of the institutions indicated they did not see this as important to these temporary faculty.

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Table 69
Modes: Information On Professional Organizations By Category

Category	Yes	Sometimes	No	Total
1	5	6	4	15
2	4	7	2	13
3	3	8	3	14
4	1	12	2	15
5	2	5	2	9
Total	15	38	13	66

Table 70 indicates the level of participation adjunct faculty should have as regards access to professional conventions in terms of attending, presenting papers, and direct involvement. Over 61% of the institutions were as likely to not present information about their policies concerning attendance to professional convention as to include such topics in their in-service. Twenty-three percent of the community colleges definitely had, as a part of their training program, encouragement to join and participate in local, regional, and national conventions. Seventeen percent did not provide any information about access to their professional organizations.

Table 70
Modes: Access to Professional Conventions By Category

Category	Yes	Sometimes	No	Total
1	5	6	4	15
2	3	8	2	13
3	3	9	2	14
4	2	12	1	15
5	2	5	2	9
Total	15	40	11	66

Table 71 relates to in-service programs that encourage adjunct faculty members to become involved in self-improvement. Half (50%) of the community colleges were as likely not to provide this topic in the in-service orientation. The "Yes" category, those that include this topic(24%) was offset by a slightly larger number (26%) of "No" responses to inclusion of this topic in the in-service orientation program. This indicates a strong ambivalence toward involving adjunct faculty in self-improvement courses.

Table 71
Modes: Encouragement Regarding Self-Improvement Studies By Category

Category	Yes	Sometimes	No	Total
1	6	4	5	15
2	2	8	3	13
3	4	6	4	14
4	1	10	4	15
5	3	5	1	9
Total	16	33	17	66

Table 72 clearly supports the overall ambivalence of participating institutions in facilitating adjunct faculty involvement in independent study courses. Over 41% of the colleges did not take a direct stand on whether to offer information and guidance on uses and availability of independent courses for adjunct faculty. In fact 41% of the colleges were definitely opposed to including such information in the in-service training.

Table 72
Modes: Access to Independent Studies By Category

Category	Yes	Sometimes	No	Total
1	6	3	6	15
2	2	6	5	13
3	2	6	6	14
4	0	8	7	15
5	2	4	3	9
Total	12	27	27	66

Table 73 reflects a continuing ambivalence to including any topics related to continuing education in the agenda of the in-service orientation. Over 45% of the colleges reported ambiguity about including information on self-paced learning models in the in-service agenda. The disinclination of the colleges was supported by a 35% level of "No" indicating that no information was provided to the adjunct faculty.

Table 73
Modes: Availability of Self-Paced Learning Models By Category

Category	Yes	Sometimes	No	Total
1	6	4	5	15
2	2	6	5	13
3	2	7	5	14
4	1	7	7	15
5	2	6	1	9
Total	13	30	23	66

Table 74 indicates the feelings that participating institutions have about providing general professional growth information as a part of the adjunct faculty in-service orientation. Fifty-five percent of the colleges offering in-service orientations were as likely to present information about the overall professional development or growth possibilities

as not. Roughly 23% of these colleges included this topic and 23% did not.

Table 74
Modes: Information About Other Professional Growth Opportunities By Category

Category	Yes	Sometimes	No	Total
1	5	6	4	15
2	3	6	4	13
3	3	7	4	14
4	2	11	2	15
5	2	6	1	9
Total	15	36	15	66

Interview Analysis

As a supporting check and to provide more elaboration than the questionnaire could provide, an extensive round of telephone interviews was conducted. The Interviewees were randomly selected. The following represents a detailed condensation of what was gleaned from these telephone interviews. The interview protocol is located at Appendix VII.

One school responded that an adjunct institute was provided. The hiring process lasts, roughly, from August first through September fifth. Then on two Saturdays, usually the first two in October, adjunct teachers were invited to attend the institute to receive information about the college. Discussions were held on the policies of the college, review of the catalog, and support services at the college, which included counseling with students with specific needs. Adjunct teachers were also given a curriculum aimed at preparing for teaching, organizational skills, writing a syllabus and suggestions on how to handle various problems, such as accommodating a student with a disability.

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Another respondent stated that orientation was a mix of both administrative and instructional issues. They depend quite heavily on the school handbook. The orientation then tries to cover the subjects they feel needs the most attention at the time. One school stated that the general orientation session was relatively short. After the general session, the responsibility was passed on to the department chairs. The department chairs would then connect adjuncts with someone who has previously taught the class. Another school stated that orientation involved several administrators providing information to the adjuncts on academic and instructional information, instructor responsibilities, and something about the community college student in general.

One of the school administrators had the following comments concerning orientation: "There are things that we really like to do such as introduce new faculty to our students. What kind of people are they, what kind of student are they, and what type of characters? What kind of teacher is needed? There are quite a variety of workshops such as stress management, teaching strategy, work shops, teaching the first class, and using the syllabus."

The colleges provide compensatory benefits to those attending the orientation sessions. Of the 65% who offer compensation, responses varied from stating that adjuncts are paid for in-service hours on the same basis as the hours put into teaching a class, while others pay per day spent in orientation. Some schools, thirteen percent, who pay a daily rate made orientation a requirement for Senior Adjunct Status, which allows them to be paid an additional $100.00 per course. One respondent, when asked about

compensation explained that the professional responsibility and satisfaction of the teacher should be in proper preparedness. He then went on to say that they did receive monetary compensation at the same rate as they did for teaching.

The questionnaire tried to determine the frequency that the orientation seminars. The most common response (65.7 %) was once a semester. During the interviews, three colleges qualified this answer stating that orientation was only done if there were enough new teachers. One school stated that the second semester orientation was one-on-one because there were seldom new teachers starting at a midyear semester or quarter. About 19% of the respondents stated orientation was held only once a year and 4.5% stated there was no orientation for part-time teachers. There were about 10 % of the schools that held orientation more than once a semester with 1.5 offering twice a semester and about 9% holding orientation once per quarter.

The college that held orientation twice a semester stated that teachers meet the Saturday prior to the beginning of the semester and then have a second session three weeks later, which consists of two Friday evenings. The Friday sessions were generally given strictly for the teachers who were unable to attend the initial session on Saturday.

As was noted in the earlier comments, the responses generated from the interviews indicated that there was a general orientation geared more for the full-time teacher. The adjuncts were free to attend the orientation for the full-time teachers on a voluntary basis. Although, the responses were varied considerately, the most common answer (37.3%) was two hours. The next highest percentage (29.8 %) was four hours. Twelve percent gave

responses of less than two hours and 4.4% had no orientation for part-time teachers. Ten and a half percent of the schools had orientation sessions that range from 2.5 to 3.5 hours. There was no orientation specifically for part-time teachers in 4.4% of the schools. The last four schools combined the orientation into full sessions with meetings on a number of instructional subjects, such as teaching and instructing. The meetings are compulsory and held on Saturday so that all teachers can attend.

Comments from 16% of the schools indicated that the part-time teachers were given handbooks, the president and other administrators given welcome and introductory speeches, and reviews of the calendar and the procedures. Adjuncts were informed as to numbers, the location of buildings, and the size of the campus. However, six percent of the schools indicated heavy reliance upon the use of videotapes and mentoring programs. Furthermore, approximately four percent of the schools require no orientation at all or only "strongly suggest" orientation or attendance of seminars with full-time staff.

The orientation on some campuses focuses primarily on teacher responsibility. Department heads meet with adjunct faculty to cover the administrative and mechanical aspects of the policies and procedures. One of the respondent schools stated that orientation with the new faculty began by covering a handbook or folder of information. Then the students joined the returning faculty for an institutional seminar. Administrators gave introductory speeches and listed the support services available to the teachers. One school provides an excellent opportunity for the adjuncts by having a mentoring program.

Those schools using handbooks as their primary source of orientation had the

following comments. One school stated there was an adjunct faculty handbook, which is sent to all new instructors. Another respondent stated that in addition to the handbook, full-time faculty volunteer to answer any questions posed by the adjuncts. One school uses the video series "Excellence in Adjunct Instruction" as a primary source of orientation. Topics covered were instruction on teaching the first class, designing the syllabus, or information about students, such as increasing student motivation, teaching adults, and classroom management

Administrative aspects of teacher responsibility was another primary topic covered at orientation. Adjunct faculty meet with the department heads and cover the administrative and mechanical aspects of the policies and procedures. Topics covered include pre-course preparation, organization of a course, preparation and administration of tests, and the grading system.

Part III of the questionnaire concerned Governance or the locus of authority and decision making. The schools were asked whether the adjunct teachers were involved in several areas of decision making.

The figures indicate that in 76.1% of the schools, part time teachers have little or no input on course content and in 80.6% of the schools have little or no input on curriculum design and update. In the preparation of handbooks, 44.8% of adjuncts have no input, and 38.8% of the time have little input. In 26.9% of the colleges, there is no participation on faculty committees by adjuncts, and this number may be as high as 43.3%.

Again, there was little or no input in textbook selection in 68.7% of the schools.

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There were few comments in this area. There were exceptions to the participation level of adjunctions. One school stated that adjuncts who have been teaching for many years do have ideas for courses adopted. Although not a requirement, some faculty do volunteer to serve on committees. One school stated that having adjuncts involved in developing academic standards was definitely an area that needed additional attention.

There were a few comments that the administrators did not want the adjuncts to be treated like hobbyists. Yet it would seem that any effort to treat these teachers as professionals would have to include giving them some ability to govern the arena in which they operate.

This area was clearly the weakest of the five areas of study in this report. Although, there were several examples where the adjuncts were invited to be on curriculum committees or textbook committees.

The community college was the place where many nontraditional students have come to receive further education or to learn about new opportunities. Many of the students also already have a career or at least a job; therefore, it would appear that valuable input could be gained from the nontraditional educator, the adjunct teacher. In fact, they may have a better concept of what the student is looking for than the full-time educators.

The last three of the five items that were identified by Cline (1981), substance, delivery, and modes are all concerned with the in-service training that is offered to the adjunct faculty. Even with all of the detail that was requested with the questionnaire, it is difficult to completely separate the orientation function from the in-service training

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functions.

There were several schools that combine seminars with orientation. These meetings varied in length from six hours to two days. The adjunct teachers are encouraged to join full-time teachers if more training was desired. For many schools this was the only time in-service training was offered during a school year. Part-timers are invited to campus professional development events along with full-time faculty for in-service training. Many of the answerer received on this topic were "part-timers are invited to in-service with full-time faculty", "four workshops per semester directed toward adjunct faculty", "part-timers invited to campus professional development events and occasionally have their own event", and "all of instructors are part-time." The fact that orientation and in-service functions were combined is not necessarily a negative factor. As discussed earlier, the schools that have a more thorough orientation session not only cover administrative functions but will often rotate different topics that are in-service topics by nature.

There were several schools, 16%, that combine sessions with orientation meetings. These varied in length from six hours to two days. The adjunct teachers were allowed to join full-time teachers if more training was desired. The most complete orientation sessions that were offered by a few of the schools had a general level orientation and then a department level of orientation or a mentor program. This type of combination allows in-service functions that are very specific to the needs of the different departments. This also allows the schools to address the needs of teaching in different areas. For example, many schools use practicing accountants and lawyers to teach in their area of specialty.

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These two professions have not typically had any educational training. Therefore, they benefit more from sessions on the first class, developing lessons plans and other classroom management issues.

The answers about the usefulness and times that the orientations were offered varied from "none" to "three days". Several of the category 2 institutions replied "with full-timers", "as needed", "varies", or "throughout the year". There were a variety of answers with no continuity.

We asked the community college respondents for three answers (Yes, Sometimes, No) but there were 20, and not all in the top range. For example, among the responding institutions there were a wide array of answers, "with full-timers" nine percent, "none" seven percent, "throughout the year" seven percent, and "twice a year" four percent. These were not even on the chart along with about 27% of the other answers.

There was not enough information available from the questionnaire to determine a correlation between the frequency of in-service seminars and participation in these seminars. It was clear that when the seminars are not required or there was not some type of benefit to attending the seminars, that participation was fairly low. Several schools reported 15 % - 20 % participation levels in their programs and related some disappointment in the lack of interest.

Responses varied greatly. There were 18% answers ranging from "zero" to "2 days" and comments such as "depends on the topic", "varies", and "with the full-timers". Again, there was no consistency, except that 26.9% answered that the sessions were two hours long, 16.4% four hours long, and 10.4% that there were no classes. The questions served

to demonstrate that no two community colleges treat the matter in the same way.

Part IV of the questionnaire concerned substance or content and process. This section was wanted to determine some of the topics that were included in the in-service training offered by the schools. It was encouraging to note that a higher percentage responded affirmatively. Reporting administrators have noted that the seminars were not always held on campus, but may be at a number of sites throughout the state at various times of the year. Participation by the adjuncts were at the discretion of the department chairs. Because of time constraints, most adjuncts were unable to participate. One school assigns full-time faculty to meet weekly and work with the adjuncts. One school stated that 50% of the instruction is by part-time faculty, therefore, have a task force to try to find ways to include part-time faculty and continually strive to understand and address part-time needs with a limited budget.

It must be noted that only half of the schools had the opportunity to receive training in time management or student counseling and advising. Because the instructors did not receive formal training in counseling/advising students, many students who attend only the evening classes were unable to receive quality assistance.

Other important items in the list from the questionnaire that do not receive enough attention were usage of computers in the classroom, student assessment techniques, techniques of instruction, and characteristics of effective instructors. Each of these items were offered by only about one third of the respondents. These items in particular were items that you would want a professional educator to have access to. When combined this with the fact that the only 20% or less participate in most of the in-service programs, one

can deduce that less than 10% of adjuncts get the tools that a professional educator would want to have. All other items in this section were offered by less than 30% of the schools. Part-time teachers who wish to obtain this knowledge must do so on their own time and initiative.

Some of the most effective programs appear to be department based programs. The department heads will develop the information that was particular to that department and make it a part of the training. There are also those department heads that assign a full time faculty member to each adjunct. In this way, many of the adjuncts effectively receive one-on-one in-service training in the very area that they may need the most help. It should be noted that these programs do not appear to have any type of recognition or reward for in-service training received in this manner.

Many schools make the same type of in-service available to the full time staff available to the adjuncts which is good because most all areas of in-service training would be available to adjuncts. One procedure has to do with full-time in-service training. It is planned where it is easily accessible to the full time staff and almost by definition makes it inaccessible to the adjuncts.

There were a couple of the responding schools that have funds available for adjuncts to take credit classes. This was a valuable addition in an area where appropriate classes were available. It could prove to be very enriching to the overall life training that the adjunct is interested in obtaining. It is arguable that once well trained the adjunct will look for full time employment and leave the school that provided this training. In fact,

there were two or three administrators that made this argument. They noted the anecdotal evidence of their experience of having the better trained teachers leaving. It should be noted that these same example institutions were ones that did not reward continuing education.

Although it will be discussed more under the heading of delivery, some schools have found unique ways to deliver a wider variety of in-service training. The use of professionally made video tapes on the subject of adjunct teaching was made available to these schools. One school kept a video tape library of teleconferences made available to everyone.

Part V of the questionnaire was concerned with delivery or trainer/trainee interface and incentives. There were eight items for the respondents to consider regarding the inclusion or non-inclusion of categories in-service program of the school. Most of the schools realized and responded that the most important item is a convenient time schedule. In telephone interviews, most administrators said that meetings just for adjuncts were scheduled in the evenings whenever possible for convenience.

The ability to find a convenient time schedule would explain why so much of the in-service training done by the responding schools was done during the orientation process as we discussed earlier. It has been noted that many of the schools offer the same in-service training to adjuncts that is offered to full time teachers. This sounds admirable but it defeats the ability to offer in-service training on a convenient time schedule. Only one half or less had included allowances for trainee feedback, presentation by peers, peer assistance and monitoring, assessment of training needs, and hands-on training. Although

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less than half have included peer related features in their in-service programs, the programs that did, had some very interesting and unique comments. Several schools have delegated the in-service function to the department heads. The department heads have then used their resources to address the particular issues. There were examples of a formal mentoring program as well as several informal mentoring or buddy systems between full time and part time teachers. There was also an example where the department head provided the guidance to all of the adjuncts as part of their duties. This could work well in a small institution but would quickly become impossible for larger departments.

Both the legal aspects of education and allowances for travel to conferences were included in less than one fourth of the in-service programs of the respondents. One interesting exception to this was the institution that invited several adjuncts to their Master Teacher seminars. These seminars were off site with all expenses paid. The people who complete these seminars were eligible for a higher pay schedule.

One school stated that in-service included technology training, diversity training and instruction techniques. Another school stated that orientation was by videotape. Also, the department heads meet to discuss ways to support the part-time faculty and respond to needs that emerge from a survey.

The questionnaire was not designed to determine a correlation between the recognition and rewards for in-service training and the rate of participation in the programs. The results of the survey along with the follow up interviews do imply that there was a correlation. Some administrators evidently feel that the adjuncts were simply

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there for their hobby or part-time pay check. This was very likely true of some of them. But as one administrator said, they approach in-service training as part of a professional responsibility that should be felt by someone who would stand in front of a class to teach. That school does pay for in-service training, but it is first and foremost a responsibility of those who would teach.

Part VI of the questionnaire dealt with Modes or forms and variety of training. There were six items of additional training reviewed. Four out of five of the colleges provide in-service through job related in-house workshops. This result may be artificially high since many of the in-house seminars are unavailable to adjuncts because of scheduling conflicts discussed earlier. This also does not include any informal training provided through the department heads through mentoring.

However, for the balance of the items that dealt with outside workshops and self-paced studies, the response was very low. Only about one third make external workshops available. One fourth or less provided any self-improvement studies, professional organizations, professional conventions, independent studies, self-paced learning modules, or other professional growth opportunities.

There were several alternate modes that were revealed in the interview process. There was one institution that video taped their in-service seminars and maintained a library of these seminars. Another school received about 100 teleconference broadcasts every year. Although the adjuncts did not participate in these, the school video tapes all of these and maintained a library of these teleconferences. These video tapes are available to all of the teachers.

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An interesting concept was the school that sponsored an annual D-Day, that is, Development Day. They had worked to make this activity enjoyable as well as profitable to everyone involved. For example, they had a D-Day seminar on improving your golf swing. During the day, they had several seminars requested by the faculty. An example of this would be a Windows 95 seminar or using computers in the classroom seminar.

One respondent school stated that the main focus was on in-house seminars, which adjuncts are paid to attend; whereas fees for outside conferences/workshops were not paid for by these teachers. Another respondent school stated the it varied by department, since it depends upon department, interest and policy. Another respondent school stated that the departments passed such information on to adjuncts, but there was no consistency. There were few comments on this part of the questionnaire. Most schools pass on what information they have on these subjects to part-timers when they ask for the knowledge. Only very dedicated adjunct teachers pursue these opportunities.

Participating community colleges were asked in the cover letter to supply information or brochures about the training of part-time teachers at their institutions. Twenty colleges, a representation of 30% of the sample, chose to do so. Some of the materials are reviewed in this section.

College of the Canyons has an Associate Program for adjunct teachers. The program is limited to 12 teachers per year and had an 18 month duration. One must apply and fulfill certain criteria to qualify to attend. Those who finish the program qualify for a raise in salary of 10%. Those who do not apply or were not selected from the applicants.

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The Community College of Aurora publishes a Faculty Development Schedule of workshops throughout the year. Some topics discussed in the college schedule are New Faculty Orientation, Principles and Practices of Teaching Adults, Designing Courses With Style, Learning and Teaching on Film, and Developing Motivational Strategies and Supportive Environments. One must register ahead of time for the seminars. Triton College also published a brochure of Orientations and Workshops sponsored by the Department of Human Resources and open to all adjuncts, but the number of participants is limited. Workshops include a forum on Adjunct Faculty Issues in the Classroom and An Overview of the Community College and Triton's students.

Central Community College has an orientation and workshops which are not compulsory. Three booklets, "Campus Procedures That Part-time Faculty Need to Know", "College Services and Resources Available to Part-time Faculty", and "Instructional Guidelines for Part-time Faculty", are distributed to the faculty.

The Houston Community College System is large, with 34 campuses and approximately 1500 adjuncts working at any time. Houston has a Saturday conference in October, where approximately 150 attend the conference, of which 100 of those are adjuncts. The Staff and Instructional Services Programs present workshops, faculty events, teleconferences, and a Teleconference Video Library that may be checked. Unfortunately, there is not a great response.

Excellence in Adjunct Instruction, a three-part video tape presentation developed by a team of adjuncts, full-time faculty, administrators, and instructional consultants at St.

Petersburg Junior College has a series of tapes recommended by the colleges: Part 1 is titled Adjunct Instructors: A Vital Educational Resource; Part 2 is titled "Successful Teaching and Learning"; and Part 3 is titled "Responding to Diversity".

Deans College has a Part-time Faculty Handbook mostly administrative and informational, but also includes a section called "Instruction". In this section are topics titled "Instructor Responsibilities", "Preparing for the First Class", "The First Class Session", "After Class and Later", "Before the Final Exam", and "Instructional Tips to Remember" gives brief, but informative information that a person might take time to read or use for reference.

The Adjunct Faculty Handbook at Lake Land College was compiled by the Office of Continuing Education and it is both informative and instructional. It contains sections "Getting Started", "Learning Styles", "Methods", "Classroom Management", "Testing/Grading", "Rosters", "Textbooks", "Teacher Evaluation", and "General Information". It was instructional enough to a new teacher and short enough that it is not cumbersome and may be quickly scanned and noted. Lake Land excerpted some sections from an Illinois State Board of Education publication titled "Teaching Techniques for Part-time Community College Instructors". It may well behoove an administrator to obtain a copy of this publication and determine how the State of Illinois suggested the handling of this subject matter. Pima Community College has an Adjunct Faculty Guidebook which contains the school calendar, and many policies and procedures, but no instructional help.

Cuyahoga Community College has a Part-time Faculty Professional Development Program. A letter is sent out every Fall which includes a list of workshops for the year. In the 1996-97 year, there were thirteen workshops, including evening classes and Saturdays. Continuing Education Units offer a stipend to those who attend four programs. In the Spring, a Saturday conference is held with special speakers and a luncheon. A part-time faculty newsletter includes letters by the editor and fellow teachers, with helpful hints.

Lakeland Community College has an orientation program and tries to be innovative with it. Information was presented at the 1996 meeting in the form of a playbill. This was ended with a luncheon. For those who did not attend, the information is in the handbook. They also publish a newsletter titled "Adjunct Advocate".

Lane Community College has a brief handbook called –"Part-Time Credit Faculty Information"--that is only five inches by nine inches and easy to carry in a book bag. It contains, in brief, most of the information part-time teachers need, besides important policies and procedures. This school publishes "The Learning Times" each semester with a calendar of learning events for the semester. The school has a "Dedicated Learning Time" the second Wednesday of each month from 3 o'clock until 5 o'clock, when the Professional Development Team offers diverse training opportunities. Scheduled for late afternoon, it does not interfere with classes and some adjuncts can attend.

At Edmonds Community College the handbook –"Teaching Part-time"-- covers procedures very thoroughly. A resource book is also published called "Part- Timers in the

Mainstream", which in the 1996-97 school year had several pages on assessing student outcomes.

The William Rainey Harper College has "A Guidebook for Adjunct Faculty" complete with dividers. It has one section titled "Effective Instruction" and a notation. "The purpose of this section is to offer some ideas on how to be more effective as a teacher." We are also reminded, on another page, that beginnings are important. Students decide very early, some say the first day of class, whether they will like the course, its contents, the teacher, and the fellow students.

It was Ms. Lynn Secreast at William Rainey Harper College who suggested the use of a booklet titled "Teaching Tips for Part-time Teachers" by V. L. Taylor (1980). Although the booklet was last revised in1980, it is still very appropriate and very useful today. A booklet such as this would be valuable to any adjunct with little or no teaching experience.

Summary

Herein has been a complex analysis of a locally developed questionnaire dealing with the kinds and types of adjunct faculty training and in-service orientation. Evidence of this is shown in a supporting analysis of a series of follow-up telephone interviews performed by this investigator. Together, these examinations indicate the state of affairs of a representative group of 66 responding community colleges to the inquiry. The conclusions in the following chapter will suggest a paradigm or model for an effective community college adjunct faculty in-service orientation program that could be called

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter, the capstone of the research project, includes a summary of the research and conclusions suggesting an appropriate paradigm for community colleges to use in training their staffs of adjunct faculty. The paradigm suggested below can be applied to any community college which employs part-time or adjunct faculty. The final section of this chapter is an array of recommendations for future research in this important area of staff development for community colleges.

Administrators play a vital role in the proper development of adjunct faculty training programs. Without their support, especially those who are directly responsible for instruction, any developmental program is doomed. The role of administrators is so important that leadership for the program must be given to an administrator singularly responsible for the total program. It was to these who are responsible for the success of the program that the survey was addressed.

Summary

Community colleges have been established as critical links in the education process by expanding education opportunities to all segments of American society. Over the last fifty years the growth of community colleges has been phenomenal. In order to meet all the demands for their services, community colleges were finding it increasingly difficult to operate without relying heavily on part-time faculty (Roueche, et al., 1995).

Part-time teachers must be made to feel a vital part of the staff and must be treated as

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professionals in their field. However, part-timers may have limited training as professional educators and thus need the benefit of the proposed training paradigm. Preservice orientation and in-service faculty development take time and effort to prepare and present, but the training may pay off in terms of future dividends for the college and the students (Biles & Tuckman, 1986).

Part-timers should be integrated into the total institutional effort through a well planned orientation meeting. To ensure that a staff development program has been accepted and successful, adjunct faculty must be included in every step of the program including the planning. Their active participation in the development and delivery should not be overlooked. Following this, it is suggested that part-time faculty be included in periodic college-wide in-service meetings and be invited to participate in all divisional and college meetings.

As a result of this study, it has been determined that, in most cases, part-time instructors are not thoroughly integrated into the community college system. Many colleges have orientation and in-service meetings but the adjuncts were left to their own discretion whether or not to attend. Seventy-two percent of respondents report there was no compensation or other incentive for attendance and it was not compulsory. Many part-time teachers were selected for knowledge of the content matter and have no previous training in the field of education. In order to be successful and efficient in the work, the adjunct instructors must be strengthened with a thorough program of orientation and in-service training (Roueche et al., 1995).

Several community colleges that responded to the survey have programs for their part-time teachers, but others answered that there are programs and seminars for the full-timers and adjuncts can attend if they wish. Part-timers were noted as an important group in any community college, as well as in many four-year colleges. The background literature attests that

part-time teachers will remain a strategic part of American two-year colleges and their numbers will continue to grow. This group of important people must be treated as such and workshops and seminars must be held at a convenient time. Part-timers should know that workshops were designed with them in mind and not that "they may attend with the full-time teachers if they so desire."

Conclusions

The survey questionnaire clearly demonstrated that the representative sample of community colleges reflected a desire to properly train adjunct faculty in the ways and means of proper teaching. The survey also confirmed that an appropriate paradigm should contain all of the segments identified in the questionnaire. A basic adjunct faculty orientation program must be composed of an orientation, a governance, a substance or content, delivery, and a modes section to fully represent of a well designed adjunct faculty paradigm. It was not surprising to the investigator that all of the appropriate teaching topics were already in use in many of the community colleges. The issue that draws attention was the un-systematic application of the ideal paradigm at many of the participating colleges. For example, it was clear that a good paradigm should include a section on governance. The ideal situation includes that the governance issues should involve the adjunct faculty as a full partner in these types of decisions. This is called shared governance. It has been difficult enough for those colleges using shared governance to properly adhere the basic approach of involving all organizational members to important policy decisions. One can imagine the difficulty or reluctance of college administration to include adjunct faculty in organizational matters that even the full time faculty were not fully involved.

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Findings on the issue pointed to governance as the weakest among all of the paradigm element. Flowing from this was an appearance, as indicated from the questionnaire results (see above passim), that full time administrators and faculty have great difficulty including adjunct faculty in overall decisions dealing with the general direction that the college, curriculum, and content areas should go. What the questionnaire pointed out clearly, was a deep reluctance to include the part-timers. This was apparent even among the colleges that tended to use predominantly adjunct faculty under the 'cadre' staffing model. It would seem that with the college using a cadre approach to staffing, they would want the input from their valued adjunct faculty. This was not the case. There are nine colleges that regularly used over 600 adjunct faculty each term. The results indicate that they treated the issues of governance, curriculum and content about the same way. The structured training was non-inclusive in those issues that most involve the governing of the college.

Other than this flaw, the isolating of the adjunct faculty from the governance, the colleges attended to the training and orientation of adjunct faculty fairly well. Suffice to say no college got perfect marks in all areas, but many got outstanding marks on many of the topic indicated as important in the questionnaire.

It would be appropriate at this juncture to identify specific areas of improvement as identified from the questionnaire. Listed below, by questionnaire topic, is an outline of the specific elements to making an ideal paradigm for training adjunct faculty. It became clear upon examination of this outline they do not suggest a complete make over of the current adjunct faculty training programs found in the community college, but instead suggest the ways and means where all of the community colleges can take existing training programs and include

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suggestions to make a more ideal orientation program. This investigator, believes that tinkering with existing program would be appropriate. Very few colleges had no routine orientation or training program available to its adjunct faculty. The follow up interviews found that among the colleges indicating "no" to a formal training effort, all have subsequently changed this condition to a "yes." In the remaining programs of the participating colleges it was found in the item analysis that tinkering with the programs. This was done by making adjustments where needed in the seminar / workshop content making unnecessary a need to throw out the whole program. Colleges need to examine the suggestions outlined below and make adjustments in their program as appropriate. This tinkering would achieve more results among the colleges than any suggestion regarding broad sweeping changes in adjunct faculty training. The investigator suggest that select application of these recommendations would result in the availability of an ideal adjunct faculty training program.

ORIENTATION

1. A part-time faculty handbook is imperative. It should cover all the policies and procedures in brief. The handbook is a reference book and does not necessarily cover everything in detail. It should state the location at the college of a manual of complete policies and procedures on file. It might be the same as the full-time faculty handbook with a different cover, but a handbook for part-timers should be addressed to part-timers.

2. For all new adjuncts, there must be an orientation meeting and it must be compulsory. The meeting should be on the Saturday before or one or two evenings before the fall semester starts. A four hour minimum is suggested for the orientation but, a full day Saturday has proven very effective at some community colleges.

The first 1 1/2 hours would cover the more important highlights of the handbook, there would be 1/2 hour for coffee and a get acquainted time, and the balance of two hours of the morning would be relegated to the first class. Colleges utilizing a full day might have a luncheon and two 1 1/2 hour sessions in the afternoon. There are a number of topics that may be covered at this time. Some suggestions:

textbooks	teaching the first class
resources at school	organization of a course
pre-course preparation	preparing class outlines
preparing syllabi	media technology
sample materials	writing lesson objective
teaching adults	administering tests
preparing tests	preparing lesson plans

GOVERNANCE

3. There must be an adjunct plan and it should be in conjunction with yearly evaluation of the part-time teacher. For example, the first year, one must attend orientation and so many hours of workshops. After a number of workshops and three or four years experience, one might become a journeyman adjunct with a raise in salary. The next step would be a master adjunct. At this point, one would reach top salary, and master adjuncts would volunteer or be recruited to speak at workshops and be part of planning committees or part of other committees. Part-timers must be fully assimilated into the community college.

4. All other part-time faculty would be obliged to meet on that same or the following Saturday as the new part-time teachers. The schedule might include in the first 1 1/2 hours any changes in the handbook and questions from the floor. There would be the same 1/2 hour for coffee and a get acquainted time. The rest of the morning and afternoon would cover

subjects voted on by adjuncts to be sure that they might attend workshops the majority felt were needed.

SUBSTANCE

5. Everything cannot be covered in the initial orientation. Other workshops can be held at different times during the year. All workshops must be at convenient times for part- time teachers. It is suggested that the sessions be held on a Saturday or possibly during one or two evenings.

6. Incentives must be available. Compensation for the Saturday session could be an amount equal to a regular class session. Other incentives for attending workshops during the year could be a point system. The points might culminate in a prestige title such as 'master adjunct' or a monetary reward of so much per class hour.

DELIVERY

7. Mentors are important. It is possible that long time adjuncts might volunteer in this capacity. Probably most of the mentors would be full-timers who would be helpers to part-timers in their department or their subject area. Again, this must be worked out according to the size of the school and the number of adjuncts. Mentoring is useful in helping the new teacher and it helps bring the full-time faculty and their part-time counterparts together.

MODES

8. A clear method of communication is imperative. Adjunct faculty should be made aware of every opportunity that becomes available. A bulletin board should be accessible in every department whereby part-timers are made aware of workshops, professional meetings, self improvement studies, and any other type of professional growth opportunity which may present itself.

Conclusions

It has been stressed that adjuncts are an important part of community colleges, but they are not a separate part. A community college today cannot succeed in reaching the portion of the populace that needs the community college without the adjunct but, of course, the school also cannot succeed without full-time teachers and administrators. One segment cannot be seen as an inferior segment; all parts are equally important.

It is hoped by the investigator that the community college administrator will be committed to view and treat the adjunct teacher as a fellow professional. When the adjunct and the administrator both understand the importance of this mutual professional respect, better programs will result. The administrator will find a way to provide complete and convenient preservice and in-service training that will be recognized and rewarded by the school. It is also hoped then that the adjunct would respond positively to these programs and be involved in the doing more than just what is required and recompensed. The adjunct would then be motivated to be more professional in their conduct, in both their primary occupation, and in education. Listed below

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are some valuable recommendations to assist in bringing about the ideal adjunct faculty training vehicle.

Recommendations

This study has provided answers to several issues regarding the configuration of an ideal paradigm regarding adjunct faculty training needs. But this same research has given rise to additional areas of research that must be studied in order to learn more about the effects of training on the effectiveness of adjunct faculty in the community college. Some of these recommendations include:

- Replicate this study using additional community colleges to determine if the results suggested above are similar.
- Test the use of these suggested topical categories to verify their reliability.
- Validate the questionnaire through additional descriptive statistics using additional community college to validate the usefulness of these suggested areas of tinkering outlined above.
- Conduct additional research on the relationship between community colleges using the cadre staffing approach to a more traditional staffing approach and then making comparisons among the different adjunct faculty training programs.

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Appendix I
Community College Participants

Community College Participants
Alpha by State

Institution	Reference Number
Rio Salado Community College 640 No. First Avenue Phoenix, AZ 85003	
Scottsdale Community College 9000 East Chaparral Scottsdale, AZ 85250	No
Maricopa County Community College 2411 West 14th Street Tempe, AZ 85281-6941	
Pima Community College -Downtown 1255 North Stone Avenue Tucson, AZ 85709-3005	8
Arizona Western College P.O. Box 929 Yuma, AZ 85366	
Phillips County Community College Box 785 Helena, AR 72342	
Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305-1299	7
Vista Community College 2020 Milvia Street Berkeley, CA 94704	
DeAnza College 21250 Stevens Creek Blvd. Cupertino, CA 95014	6
Fullerton College 321 East Chapman Avenue Fullerton, CA 92632	No

Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208

Modesto Junior College — 5
College Avenue
Modesto, CA 95350

Napa Valley College
2277 Napa Vallejo Hwy
Napa, CA 94558

American River Junior College — 4
4700 College Oak Drive
Sacramento, CA 95883

Mount San Jacinto College — 3
1499 No. State Street
San Jacinto, CA 92583

Rancho Sandiego College — 9
17th and Bristol Streets
Santa Ana, CA 92706

Santa Barbara Community College
721 Cliff Drive
Santa Barbara, CA 93109-2394

Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

College of the Canyons — 10
26455 Rockwell Canyon Road
San Marcos, CA 91355-1899

Community College of Aurora — 11
16000 East Centretech Parkway
Aurora, CO 80011-9036

Capitol Comm-Tech College
61 Woodland Street
Hartford, CT 06105-2354

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Middlesex Community College 100 Training Hill Road Middleton, CT 06457	12
Sante Fe Community College 3000 NW 83rd Street Gainesville, FL 32606	
Valencia College P.O. Box 3028 Orlando, FL 32802	13
Seminole Community College 100 Waldon Blvd. Sanford, FL 32773-6199	15
St. Petersburg Junior College P.O. Box 13489 St. Petersburg, FL 33733	No
Richland Community College One College Park Decatur, IL 62521	16
Oakton Community College 1600 East Golf Road Des Plaines, IL 60016	17
Illinois Central College One College Drive East Peoria, IL 60016	19
Lake Land College 5001 Lake Land Blvd. Mattoon, IL 61938	
Wm. Rainer Harper College 1200 W. Algonquin Road Palatine, IL 60067-7398	20
Moraine Valley Community College 10900 S 88th Street Palo Hills, IL 60465	

John Wood Community College 150 South 48th Street Quincy, IL 62301	21
Triton College 2000 Fifth Avenue River Grove, IL 60171	22
Lincoln Land Community College Shepherd Road Springfield, IL 62794	23
Kirkwood Community College 6301 Kirkwood Blvd., SW Cedar Rapids, IA 52404	24
Marshalltown Community College 3700 S. Center Street Marshalltown, IA 50158	No
Cowley County Community College 125 S. Second Street P.O. Box 11477 Arkansas City, KS 67005	26
Johnson County Community College 12345 College Blvd. Overland Park, KS 66210-1299	29
Owensboro Community College 4800 New Hartford Road Owensboro, KY 42303	
Catonsville Community College 800 South Rolling Road Baltimore, MD 21228	28
Hagerstown Junior College 11400 Robinwood Drive Hagerstown, MD 21742-6590	27
Middlesex Community College Springs Road	No

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Bedford, MA 01730

Massachusetts Bay Community College
50 Oakland Street
Wellesley Hills, MA 02181

Mid-Michigan Community College
1375 S. Clare Avenue
Harrison, MI 48625-9447

Schoolcraft College
18600 Haggerty Road
Livonia, MI 48152-2696

Northwestern Michigan College 31
1701 East Front Street
Traverse City, MI 49684-3061

Delta College 32
University Center
University Center, MI 48710

North Hennipen Community College 33
7411 85th Avenue, North
Brooklyn, MN 55445

Hinds Community College 34
Raymond, MS 39154-9799

Central Community College 35
P.O. Box 4903
Grand Island, NE 68802-4903

Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777

Community College of Southern Nevada
820 Shadow Lane
Las Vegas, NV 89106

Clark County Community College
3200 East Cheyenne Avenue

North Las Vegas, NV 89030

Truckee Meadows Community College 7000 Dandini Blvd. Reno, NV 89512	No
Brookdale Community College 765 Newman Springs Road Lincroft, NJ 08068	37
County College of Morris 214 Center Grove Road Toms River, NJ 08753	38
*Ocean County College College Drive Toms River, NJ 08753	39
New Mexico State University- Dona Ana Branch Campus Box 3001, Dept. 3DA Las Crucas, NM 88003-0001	
Sante Fe Community College South Richards Avenue P.O. Box 4187 Sante Fe, NM 87502-4187	
Tompkins-Countland Community College 170 North Street P.O. Box 139 Dryden, NY 13053-0139	40
Nassau Community College Garden City, NY 11530	41
Borough of Manhattan Community College 199 Chambers Street New York, NY 10007	
Westchester Community College 75 Grasslands Road Valhalla, NY 10595	

Brevard College
400 N. Broad Street
Brevard, NC 28712

Central Piedmont Community College 42
P.O. Box 35009
Charlotte, NC 28235

Alamance Community College 43
P.O. Box 8000
Graham, NC 27253-8000

Cuyohoga Community College District 44
700 Carnegie Avenue
Cleveland, OH 44114

Sinclair Community College 45
444 West Third Street
Dayton, OH 45402

Lakeland Community College 46
7700 Clocktower Drive
Kirtland, OH 44094-5198

Western Oklahoma State College
2801 N. Main
Altus, OK 73521

Oklahoma City Community College 47
7777 South May Avenue
Oklahoma City, OK 73159

Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

Mt. Hood Community College
26000 SE Strark Street
Gresham, OR 97030

Montgomery County Community College
340 Dekalb Pike
Blue Bell, PA 19422

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Community College of Allegheny County
800 Allegheny Avenue
Pittsburgh, PA 15233

Midlands Technical College 48
P.O. Box 2408
Columbia, SC 29202

Greenville Technical College
P.O. Box 5616
Greenville, SC 29606-5616

York Technical College
452 South Anderson Road
Rock Hill, SC 29730

Richland College 50
12800 Abrams Road
Dallas, TX 75243-2199

Tarrant County Junior College 51
May Owen District Center
1500 Houston Street
Fort Worth, TX 76102-6599

Cental College (HCCS) 52
1300 Holman
Houston, TX 77004

Eastfield College
3737 Motley Drive
Mesquite, TX 75150-2099

McLennan Community College 53
1400 College Drive
Waco, TX 76708

Community College of Vermont 54
Box 120
Waterbury, VT 05676

Northern Virginia Community College 55
4001 Wakefield Chapel Drive

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Annandale, VA 22003

New River Community College 56
Drawer 1127
Dublin, VA 24084

Southwest Virginia Community College
P.O. Box SVCC
Richlands, VA 24641

J. Sargeant Reynolds Community College
P.O. Box C32040
Richmond, VA 23261-2040

Wytheville Community College 57
1000 East Main
Wytheville, VA 24382

Whatcom Community College 58
237 West Kellogg Road
Bellingham, WA 98226

Centralia College 59
600 West Locust Street
Centralia, WA 98531

Edmonds Community College 60
20000 68th Avenue West
Lynnwood, WA 98036

West Virginia Northern Community College
1704 Market Street
Wheeling, WV 26003-3699

Eastern Wyoming College
3200 West 'C'
Torrington, WY 82240

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Dona Ana Community College 61
Box 30001, Dept. 3DA
3400 S. Espina Street
Las Cruces, NM 88003-8001

Metropolitan Community College P.O. Box 3777 Omaha, NE 68102-2777	62
Moraine Valley Community College 10900 S. 88th Street Palo Hills, IL 60465-0937	63
Capitol Community Technical College 61 Woodland Street Hartford, CT 06105-2354	64
Owensboro Community College 4800 New Hartford Road Owensboro, KY 42303	65
Clark County Community College 3200 East Cheyenne Avenue North Las Vegas, NV 89030	66
J. Sargeant Reynolds Community College P.O. Box 85622 Richmond, VA 23285-5622	67
Rio Salado Community College 640 N. First Avenue Phoenix, AZ 85003	68
Sante Fe Community College 3000 NW 83rd Street Gainsville, FL 326069	69
Arizona Western College P.O. Box 929 Yuma, AZ 85366	70
Maricopa County Community College 2411 West 14th Street Tempe, AZ 85281-6941	No
Vista Community College 2020 East 20th Street Berkeley, CA 94704	No

Burlington County College
Pemberton, NJ 08068 74

Lane Community College
4000 East 30th Avenue
Eugene, OR 97405 75

Borough of Manhattan Community College
New York, NY 76

Mid-Michigan Community College
Mt. Pleasant, MI Xxxxxx 77

Appendix II
Initial and Follow-up Letters

September 23, 1996

FIELD(add)

Dear FIELD(name)

The name of your school has appeared in literature as having a staff development program for part-time faculty. A survey is being conducted to determine the type of training part-time teachers in community colleges are receiving. In order for the study to be productive, it is important for community colleges noted for having working programs be included.

Would you or one of your administrative staff consent to taking part in the study by responding to a survey instrument and participating in follow-up telephone interviews? If so, please complete the information at the bottom of this letter and return it as soon as possible so that we may forward the questionnaire. Any additional information available about the program at your school such as brochures, outlines, and other descriptive literature would be very helpful. Your assistance is greatly appreciated.

Name of participator:_____

Title:_____

Telephone:_____

After the receipt of the completed questionnaires, telephone contact will be made to set up a convenient interview time.

Thank you for your help and cooperation.

Sincerely,

Joe Carreiro
Doctoral Candidate

October 15, 1996

FIELD(add)

Dear FIELD(name)

On September 23, you were mailed a letter requesting that you submit the name of someone at your college who would participate in a survey. This study is an effort to obtain information about what is currently offered for the training and development of part-time teachers in community colleges. A copy of that letter is attached.

If you sent this information, please accept thanks for your assistance. If not, please forward the information if you would like to take part in the study. The participation of your school is vital to the success of this study and will be greatly appreciated.

Thank you for your cooperation and prompt response in this matter.

Gratefully,

Joe Carreiro
Doctoral candidate
Arkansas State University

Appendix III
Distribution Among 27 States

67 Community Colleges
Responding to the Questionnaire
Representation 27 States

The distribution by state of the colleges is as follows:

Arizona	3	California	7
Colorado	1	Connecticut	2
Florida	3	Illinois	8
Iowa	1	Kansas	2
Kentucky	1	Maryland	2
Michigan	3	Minnesota	1
Mississippi	1	Nebraska	2
Nevada	1	New Mexico	1
New Jersey	4	New York	3
North Carolina	2	Ohio	3
Oklahoma	1	Oregon	1
South Carolina	2	Texas	4
Vermont	1	Virginia	4
Washington	3		

Appendix IV
Cover and Follow-up Letters

November 1, 1996

FIELD(add)

Dear FIELD(name),

You have been nominated by your Academic Affairs Department to participate in a survey about staff development. Your asistance will be greatly appreciated.

The attached questionnaire is designed to gather information about what is currently being done in staff development of part-time teachers in community colleges. Information about any training program for part-time instructors at your college is vital to the success of the study. Please complete the attached questionnaire and return it by November 21. A pre-addressed and stamped envelope is enclosed for the return of the survey.

Any additional information available about the program at your school such as brochures, outlines, and other descriptive literature would be very helpful. All requests for postage accrued in mailing other information will be honored. Individual confidentiality will be preserved although it might be helpful to report the identity of participating colleges to others who are interested in examples of part-time teacher staff development programs. A copy of the completed report will be made available to all who request it.

With sincere thanks,

Joe Carreiro
Doctoral Candidate
Arkansas State University

December 3, 1996

FIELD(add)

FIELD(name)

On November 1, a questionnaire concerning staff development training of part-time faculty was mailed to you. A response to the questionnaire is vital to our study. Will you please fill out the survey and return it at once.

If you did not receive the questionnaire, please respond and we will FAX another. We need your response and do appreciate your help.

Joe Carreiro

Doctoral Candidate
Arkansas State University

Appendix V
Questionnaire

INFORMATION ABOUT PART-TIME TEACHER TRAINING

This questionnaire is designed to obtain information about staff development of part-time teachers in community colleges.

Part I - PRELIMINARY INFORMATION:

A. Do you have a faculty orientation program for part-time instructors? __ Yes __No

B. If so, how often? __ Once a year __ Once a semester

C. How much time is devoted to orientation or preservice seminars? __ 1 hour __ 2 hours

__ 4 hours __1 day __ Other - Please specify _____

D. Do you hold faculty part-time inservice seminars? __ Yes __ Sometimes __ No

E. How frequently? __ Once a year __ Once a semester __ Twice a semester __ Other -

Please specify _____

F. How much time is devoted to seminars? __ 1 hour __ 2 hours __ 4 hours __1 day __ Other

Please specify _____

Please use the following key to code your responses:
'y' = yes, always; 's' = sometimes; 'n' = no, never

Part II - PRESERVICE: Orientation

ARE PART-TIME TEACHERS INFORMED CONCERNING THE FOLLOWING:

Y S N 1.	pre-course preparation	Y S N13.	grading systems
Y S N 2.	teaching the first class	Y S N14.	preparing tests
Y S N 3.	organization of a course	Y S N15.	administering tests

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Y S N 4.	preparing class outlines	Y S N16.	classroom management
Y S N 5.	writing lesson objectives	Y S N17.	media technology
Y S N 6.	preparing lesson plans	Y S N18.	guest lecturers
Y S N 7.	preparing syllabi	Y S N19.	field trips
Y S N 8.	paper assignments	Y S N20.	evaluation of teachers
Y S N 9.	theories of instruction	Y S N21.	part-time faculty handbook
Y S N10.	teaching adults	Y S N22.	record keeping procedures
Y S N11.	increasing student motivation	Y S N23.	sample materials
Y S N12	policies (cheating, absence, etc)	Y S N24.	additional resources at school

Please add features not included above, comments, or clarification:

_____

_____

_____

****

Part III - GOVERNANCE: Locus of authority and decision making.

ARE PART-TIME TEACHERS AT YOUR COLLEGE ASKED TO PARTICIPATE IN:

Y S N25.	developing inservice programs	Y S N29.	curriculum design and update
Y S N26.	presentations at inservice	Y S N30.	course content decisions
Y S N27.	developing academic standards	Y S N31.	preparation of handbooks
Y S N28.	textbook selection	Y S N32.	participation on faculty committees

Please add features not included above, comments, or clarification:

_____

_____

_____

****

Part IV - SUBSTANCE: Content and process

DO PART-TIME TEACHERS AT YOUR COLLEGE RECEIVE TRAINING IN THE FOLLOWING:

Y S N 33.	developing course objectives	Y S N41.	writing test questions
Y S N 34.	techniques of instruction	Y S N42.	student assessment techniques
Y S N 35.	multi-media approaches	Y S N43.	group strategies
Y S N 36.	developing probing questions	Y S N44.	classroom dynamics
Y S N 37.	tactics for fielding students questions	Y S N45.	characteristics of effective instructors
Y S N 38.	classroom discussion techniques	Y S N46.	usage of computers in the classroom
Y S N 39.	self analysis of teaching skills	Y S N47.	time management
Y S N 40.	interpersonal relations	Y S N48.	student counseling and advising

Please add features not included above, comments, or clarification:

_____

_____

_____

****

Part V - DELIVERY: trainer/trainee interface, incentives

DO INSERVICE PROGRAMS FOR PART-TIME TEACHERS INCLUDE?

Y S N 49.	presentations by peers	Y S N53.	assessment of their training needs
Y S N 50.	convenient time scheduling	Y S N54.	peer assistance/mentoring
Y S N 51.	hands on training	Y S N55.	legal aspects of education
Y S N 52.	allowances for teacher/trainee feedback	Y S N56.	allowances for travel to conferences

Please add features not included above, comments, or clarification:

_____

_____

_____

****

PLEASE NOTE:

It will probably be necessary to use telephone interviews to ascertain reasons why some materials are included in training sessions by some colleges and not others, to assure understanding of responses and comments, and to obtain other detailed information about staff development of part-time teachers. Please supply the information on the reverse side of this sheet so that we may be efficient in our scheduling of telephone interviews.

Name of College:_____

Location (city and state):_____

Name and Title of responder:_____

Telephone_____

When is the best time of the week to contact you?_____

Number of Part-time Faculty Employed at your Institution: _____

Telephone contact will be made to set up a convenient interview time.

Thank you for your help and cooperation!

Appendix VI
Sources Used for Questionnaire

SOURCES OF QUESTIONS IN SURVEY INSTRUMENT

Part II - INSERVICE: Orientation

ARE PART-TIME TEACHERS INFORMED CONCERNING THE FOLLOWING:

1.	pre-course preparation	McGuire, 1993, Rhodes, 1991
2.	teaching the first class	McGuire, 1993, Boyar, 1987
3.	organization of a course	Rhodes, 1991, Boyar, 1987
4.	preparing class outlines	Pedras, 1985, Alfano, 1994
5.	writing lesson objectives	Pedras, 1985, Rhodes, 1991
6.	preparing lesson plans	Rhodes, 1991, Pedras, 1985
7.	preparing syllabi	Williams, 1985, McGuire, 1993
8.	paper assignments	Williams, 1985, Jones & Duffy, 1991
9.	theories of instruction	Mcguire, 1993, Ashworth, 1988
10.	teaching adults	McGuire, 1993, Anglin, 1992
11.	increasing student motivation	Rhodes, 1991, Boyar, 1987
12.	policies (cheating, absence, etc)	Williams, 1985, Bender & Hammonds,

		1972
13.	grading systems	Williams, 1985, Pedras, 1985
14.	preparing tests	Pedras, 1985, Rhodes, 1991
15.	administering tests	Rhodes, 1991, Boyar, 1987
16.	classroom management	Rhodes, 1991
17.	media technology	Rhodes, 1991, Pedras, 1985
18.	guest lecturers	Williams, 1985
19.	field trips	Williams, 1985
20.	evaluation of teachers	Rhodes, 1991, Williams, 1985
21.	part-time faculty handbook	Williams, 1985, Boyar, 1987
22.	record keeping procedures	Williams, 1985
23.	sample materials	Cain, 1988
24.	additional resources at school	

Part III - GOVERNANCE: Locus of authority and decision making.

ARE PART-TIME TEACHERS AT YOUR COLLEGE ASKED TO PARTICIPATE IN:

25.	developing inservice programs	Cline, 1981
26.	presentations at inservice programs	Cline, 1981
27.	developing academic standards	Gappa & Leslie, 1993
28.	textbook selection	Pedras, 1985
29.	curriculum design and update	Pedras, 1985

30.	course content decisions	Gappa & Leslie, 1993
31.	preparation of handbooks	Rhodes, 1991
32.	participation on faculty committees	Williams, 1985

Part IV - SUBSTANCE: Content and process

DO PART-TIME TEACHERS AT YOUR COLLEGE RECEIVE TRAINING IN THE FOLLOWING:

33.	developing course objectives	Pedras, 1985
34.	techniques of instruction	Pedras, 1985, Byrd, 1985
35.	multi-media approaches	Pedras, 1985, Byrd, 1985
36.	developing probing questions	Rhodes, 1991
37.	tactics for fielding students questions	Rhodes, 1991
38.	classroom discussion techniques	Pedras, 1985, Byrd, 1985
39.	self analysis of teaching skills	Pedras, 1985
40.	interpersonal relations	Williams, 1985, Pedras, 1985
41.	writing test questions	Williams, 1985
42.	student assessment techniques	Rhodes, 1991, Boyar, 1987
43.	group strategies	Pedras, 1985
44.	classroom dynamics	Rhodes, 1991
45.	characteristics of effective instructors	Rhodes, 1991
46.	usage of computers in the classroom	Pedras, 1985
47.	time management	Rhodes, 1991

48. student counseling and advising — Pedras, 1985

Part V - DELIVERY: trainer/trainee interface, incentives

DO INSERVICE PROGRAMS FOR PART-TIME TEACHERS INCLUDE?

49. presentations by peers — Gappa & Leslie, 1983
50. convenient time scheduling — Gappa & Leslie, 1983
51. hands on training — Gappa & Leslie, 1983
52. allowances for teacher/trainee feedback — Gappa & Leslie, 1983
53. assessment of their training needs — Gappa & Leslie, 1993
54. peer assistance/mentoring — Pedras, 1985
55. legal aspects of education — Gappa & Leslie, 1993
56. allowances for travel to conferences — Williams, 1985, Cline, 1981, Gappa & Leslis, 1983

Part VI - MODES: Forms and variety of training

ARE PART-TIME TEACHERS GIVEN INFORMATION CONCERNING:

57. job related in-house workshops — Cline, 1981, Gappa & Leslie, 1993
58. external workshops — Williams, 1985, Cline

		1981, Pedras, 1985
59.	professional organizations	Cline, 1981
60.	professional conventions	Willians, 1985, Cline, 1981, Pedras, 1985
61.	self-improvement studies	Byrd, 1985
62.	independent studies	Cline, 1981
63.	self-paced learning modules	Rhodes, 1991, Pedras, 1985
64.	other professional growth opportunities	

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Appendix VII
Telephone Interview Questionnaire

Information About Part-time Teacher Training
Telephone Interview Questionnaire

This study believes that professional staff development programs based on the needs of the faculty, students, and administrators are essential in providing the best quality education in community college institutions. It has been identified that part-time instructors in community colleges play a significant role and can be a major asset to academic programs. This is a questionnaire concerning staff development in-service training of part-time faculty employed at community colleges.

A. I'm interested in the staff development training your institution provides for part-time faculty.

1. Do you have staff development in-service training for part-timers?
____ Yes ___No

Staff development through in-service has been found to be a complex system of interlocking sub-structures. The questionnaire is organized around the following four areas that has been identified as the sub-structures of in-service:

1. **Governance - the decision-make structures**
2. **Substance - content and process**
3. **Delivery - incentives, training, and trainee interfaces**
4. **Modes - forms and varieties of in-service**

The effectiveness of in-service is dependent upon the dependent interaction of the four component dimensions. It is reported that weakness in one component will undermine the power of the other dimensions, and that incomplete linkages among components will weaken the program.

B. I'm interested in part-timers locus of authority and decision making.

2.1 Are part-time teachers at your college asked to participate in:
a. developing in-service programs __ Yes __ No
b. presentations at in-service __ Yes __ No
c. developing academic standards __ Yes __ No
d. textbook selection __ Yes __ No
e. curriculum design and update __ Yes __ No
f. course design and update __ Yes __ No
g. preparation of handbooks __ Yes __ No
h. participation on faculty committees __ Yes __ No

2.2 Does your institution give part-time teachers the flexibility to govern the area in which they operate? If, so then how?

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C. **I'm interested in the topics that are included in the in-service training offered by your institution.**

3.1 Do part-time teachers at your college receive training in the following:

a. multi-media approaches __ Yes __No
b. group strategies __ Yes __ No
c. classroom dynamics __ Yes __ No
d. time management __ Yes __ No
e. techniques of instruction __ Yes __ No
f. self-analysis of teaching skills __ Yes __ No
g. student assessment techniques __ Yes __ No
h. developing course objectives __ Yes __ No

3.2 Is there any particular training topic in your in-service training that you want your part-time teachers to access?

D. **I'm interested in your school's delivery of in-service training to part-time faculty**

4.1 Do in-service programs for part-time teachers include:

a. presentations by peers __ Yes __ No
b. peer assistance/mentoring __ Yes __ No
c. hands on training __ Yes __ No
d. allowances for teacher/trainee feedback __ Yes __ No
e. assessment of their training needs __ Yes __ No
f. allowances for travel to conferences __ Yes __ No

E. **I'm interested in the forms and variety of training that your school offers to part-time teachers.**

5.1 Can you list the training that is made available to your part-time faculty in your school.

1.
2.
3.
4.
5.

5.2 How are part-time faculty made aware of the availability of training that is offered by your institution?

5.3 How often is training available to part-time faculty?

5.4 Is there anything else you can tell me about part-time involvement?

Appendix VIII
Demographics About Participants

INFORMATION ABOUT SAMPLE COMMUNITY COLLEGES

COLLEGE NUMBER	ENROLLMENT	NUMBER CAMPUSES	PART-TIME TEACHERS
3	7022	2	300
4	22000	1	584
5	13973	2	275
6	28758	1	540
7	12242	1	285
8	30000	5	1200
9	28615	2	1200
10	6225	1	200
11	5066	1	250
12	3185	1	73
13	23261	6	654
15	8509	1	550
16	4002	1	170
17	11254	2	450
19	4763	1	175
20	17562	1	600
21	2140	1	85
22	22000	1	600
23	7943	1	300
24	10500	2	350
26	3262	1	200
27	3064	1	140
28	10312	1	400
29	15353	1	550
31	4017	1	290
32	11974	1	280
33	6160	1	50
34	9074	4	250
35	12353	3	200
37	12696	1	650
38	10006	1	350
39	8193	1	250
40	2969	1	150
41	22215	1	450
42	16575	1	600
43	3571	2	150
44	22000	3	850
45	18751	1	600
46	8907	1	550
47	11167	1	250
48	9140	1	491
49	3700	1	140
50	12603	1	500
51	10748	1	195
52	50000	5	1500
53	5629	1	80

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COLLEGE NUMBER	ENROLLMENT	NUMBER CAMPUSES	PART-TIME TEACHERS
54	4753	1	600
55	38530	3	370
56	3455	1	100
57	2767	1	90
58	3929	1	135
59	2637	1	80
60	7769	2	250
61	3697	1	200
62	10978	3	450
63	13826	1	400
64	3583	2	25
65	2896	1	80
66	17118	4	525
67	9732	3	400
68	8931	1	420
69	12127	4	425
70	5196	4	280
74	7200	2	125
75	9240	1	350
76	16702	1	800
77	2294	2	150

THE TOTAL NUMBER OF COMMUNITY COLLEGES IS 67
THE TOTAL NUMBER OF CAMPUSES REPRESENTED IS 112

AVERAGE ENROLLMENT OF A CAMPUS IN THE SAMPLE COLLEGES IS 6793
THE MINIMUM ENROLLMENT IN A CAMPUS IS 1147
THE MAXIMUM ENROLLMENT IN A CAMPUS IS 28758

AVERAGE NUMBER OF PART-TIMERS EMPLOYED PER CAMPUS IS 225
THE MINIMUM NUMBER OF PART-TIMERS EMPLOYED PER CAMPUS IS 12.5
THE MAXIMUM NUMBER OF PART-TIMERS EMPLOYED PER CAMPUS IS 800

* SOURCE: AMERICAN ASSOCIATION OF COMMUNITY COLLEGES. 1995
** UPGRADED VIA TELEPHONE INTERVIEWS

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